ADLER REPORT-SEE CENTERFOLD

THE SPECTATOR

VOL. X, NUMBER 10 HAMILTON COLLEGE, CLINTON, NEW YORK NOVEMBER 16, 1979

Alice Maxfield, assistant to the President, will be one of the participants this weekend in a Women and Education Conference held on campus.

Women's Conference on Slate

An expert on women's education at Harvard University, a feminist author, a college dean, and a researcher for the Educational Testing Service are among the featured guests who will speak at the November 16-17 conference at Hamilton College, entitled "Women and Education." The conference, sponsored by the Hamilton College Faculty for Women's Concerns group, will consist of four presentations which will explore a variety for topics dealing with women in education. Admission is free and open to the general public.

Paula Brownlee, Dean of the Faculty at Union College, will lead off the conference on Friday night with the keynote address, "the Liberal Arts Education and Women," at 8:30 p.m. in Kirner-Johnson Auditorium. Educated at Oxford University, Brownlee was Associate Professor of Chemistry at Douglass College of Rutgers University before coming to Union as dean in 1976. Brownlee will address the issue of whether or not women should be educated in a fashion different from men.

On Saturday at 10:00 a.m. in the Red Pit. Susan Bailey, Director of the Policy Research Office on Women's Education at Harvard and Radcliffe, will head a panel discussion on "The Status of Women in Higher Education." The panel will address such questions as: Are women student moving into non-traditional concentrations, and do women move up as fast as men? Dr. Bailey will be joined by Alice Maxfield, Assistant to the President and Carol Bellini-Sharp, Assistant Professor of Theater.

At 2:00 p.m. Saturday, another panel will discuss the subject "Math Avoidance" in the Red Pit. Patricia Casserly, Senior Research Associate of the Educational Testing Service, Princeton, New Jersey, along with Larry Knop, Assistant Professor of Mathematics at Hamilton, and Sally Kwiatknowski, Instructor of Mathematics and Statistics at Syracuse University, will explore why some students, particularly women, are discouraged from pursuing math and what institutions of higher education, like Hamilton, can do for their students.

The conference will close with an address by Florence Howe, a professor of humanities at SUNY/ Old Westbury, who will explore the nature of women's studies, and whether or not they belong in a liberal arts institution. Ms. Howe, an author, is the founder of the Feminist Press, and one of the early leaders of the movement to bring women's studies into the curriculum of colleges and universities. Her recent works include *Women Working: An Anthology of Stories and Poems* (the Feminist Press and McGraw Hill, 1978.) "Toward a History of Women's Higher Education," Journal of Education, volume 159, no. 3 and "Feminism and the Education of Women" in the Frontiers of Knowledge (University of Southern California Press, 1976). Ms. Howe's lecture will take place in KJ Auditorium at 8:00 p.m.

The Spectator will not publish next week because we prefer spending an extra day with our friends and families at Thanksgiving than rushing back here to put out a newspaper.

Publication will resume on Friday, November 30.

Happy Thanksgiving.

E.M.T. Team Stalled in Search For More Money

by Larry Person

The Emergency Medical Team, although highly regarded by Dr. Harold Rizika, Director of the Health Center and Dean of Student Affairs R. Gordon Bingham, is unable to find any organization at Hamilton College willing to commit funds needed for the improvement and expansion of the services it provides.

In a report submitted at the beginning of the school year, Dan Horth, director of the Hamilton College EMT, indicated that his group would need a gurney, a device used to transport injured persons. Furthermore, since he considers visibility to be essential to the operation of the EMT, he said that the EMT should print posters and telephone stickers, wear clearly marked jackets, and use a specially identified security van for transportation. Finally, since telephones are an important means of communication between EMT members and the college operator, each EMT member is required to have a phone in his room.

Dr. Rizika has arranged for the printing of the phone stickers at little cost to the EMT. While Rizika considers the EMT "a valuable asset" which he "supports whole heartedly," he is convinced that the EMT should not be dependent on the Health Center for funding. He sees a danger in the Health Center dictating policy to the EMT, which may be a result of the Center funding it. Rizika would like to see students funding the EMT.

The EMT has also asked the Student Assembly, through the Health Committee, for money. Meeting on October 16, the Assembly voted not to provide funds for the EMT, because the EMT serves the whole college community and students should not have the bear the cost, according to the minutes of the meeting. Dean Bingham was directed by the Assembly to contact the Health Center to arrange for that office to fund the EMT.

In a letter dated October 29, to the Assembly, Dean Bingham stated that Dr. Rizika of the Health Center "believes that [funding of the EMT by the Health Center] would be unwise because it is

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Chassin Elected Editor

The Publications Board at its November 14 meeting elected Robert Chassin '81 editor of the Spectator for the February 1980-January 1981 term.

Chassin was opposed by Doug Sgarro, Rob Kaplan, Dave Neier, and Rick Parrott, all members of the class of 1981.

Chassin has held a variety of editorial posts on the Spectator; he served as managing editor since last March.

"I hope to carry on the fine journalistic tradition established by Phil Ruppel and his predecessors," Chassin said.

Ruppel, the present editor, will conclude his tenure with the January Magazine.

Jane Gottlieb

Rob Chassin.

Good and Busy Year for Judiciary Board

by Philip Ruppel

Handling an increasing load of cases brought before them, the Judiciary Board is gaining a greater confidence from the student body to deal with individual cases, according to Steve Starnes, chairman of the Judiciary Board.

Citing the fact that two nights ago marked the tenth case brought before the Board, Starnes explained that this does not necessarily represent increased incidents of damage, but greater confidence of the Deans to bring cases to their attention, and of the student body to deal effectively and judiciously.

Starnes, in an interview on Wednesday following the latest Judiciary Board hearing, said that he was pleased about the low amount of unaccounted-for damage. He said that at the end of September, there were 27 incidents of damage, of which 25 were accounted for. However, he indicated that he was worried about damage for which no responsibility could be placed. Referring to an incident last year when the Chapel organ was damaged, and the recent destruction of the last cast-iron lamp-post on campus outside of South Dorm, Starnes indicated that there seems to be a "cover-up" in these situations.

"That bothers me. With a Community of this size, we shouldn't have this. We can't have this", he said.

Responding to the statement in the recently released Adler report which refered to the Judiciary Board as "one of the more misunderstood organizations on campus" (see centerfold), Starnes explained that it was hard for students to really know what the Board does.

"They don't understand that some of the cases are more serious, but they lack factual backing," Starnes said. He explained that the defendent need not prove innocence, but that the accuser must prove guilt. A lack of solid evidence, he said, automatically leads to dismissal. In these cases, the student body, expecting a penalty, can't understand the intricacies of each incident because of the confidentiality of the Board, Starnes explained.

This year the Board is initiating a new policy of assigning work-crews as punishment to guilty students. These work-crews might be assigned in lieu of probations, or in addition to probations or letters of reprimand. Starnes commented about the new system that "as a deterrent, we can't be sure yet. But the Board is much more satisfied." Drew Miller, vice-president of the Judiciary Board, added that it was good to get away from the threatening notes and to give a more concrete task. He cited the lack of effectiveness in past years of the notes sent to guilty students. Starnes also said that the work-crew punishment was a fairly "decent middle ground punishment."

Miller and Starnes both felt that the nature of the cases this year have tended to be different from past years.

"There are more cases of personal conflict coming to us which we haven't had before," said Starnes. Miller explained that he felt that with coeducation, women "see it as a better and viable alternative to bring their conflicts to the J-Board."

The question of whether to post individuals cases brought before the Board in the Mail Center was a question which Starnes and his Board dealt with at the beginning of the year. Starnes said that the Board had taken the position to make the cases and punishments public because not only would it be an added punishment for the guilty party, but would also be good Public Relations for the Board.

"It lets people know we are operating," Starnes said.

Steve Starnes. *Jane Gottlieb*

AMBUSH STARTED HERE
The militia column, on its way to the relief of Fort Stanwix, marched into this ravine, August 6, 1777, and were ambushed by Loyalists and British. The attackers came out of hiding in woods on the west, the south and the north.

EDITORIALS

Unfair Scheduling

Examination period is hectic with cramming and all-nighters. As students prepare for their last effort in courses, many of them must take on an additional burden: two exams on one day.

For the past three years, the College has adopted the policy of not permitting students to reschedule their exams. Therefore, anyone who has two, three or four exams in a row will just have to "cope."

This is a policy which must be changed. It is simply not fair to expect some student to take on the burden of multiple exams on the same day if their colleagues have an easier task. If exams are to be judged equally, then the conditions under which they are taken should likewise be equal. Not to do so would just be unfair.

Various excuses have been given in the past years in favor of the present system. For example, the Registrar has perfected the schedule so that a minimum of conflicts will arise and the exam period is shorter. However, most students would probably be willing to sacrifice a half day into either the vacation or the reading period to be able to get out of a horrible exam schedule.

The solution would be to have conflicting exams administered during a free period in the schedule. Those students with two exams on the same day or two exams at the same time could take their tests during this period. The excuse given for this not-so-original solution is that a) it is difficult and unfair to give a different exam, and b) giving the same at two different times would put an inordinate stress on the Honor System.

Professors need not change their exams. Hamilton boasts of an Honor system which, apparently, it is not living up to. We are all hypocrits if we believe in an Honor code, yet are afraid to test it. There is no reason why the same exam cannot be given at different times.

Every student who has an unduly difficult exam schedule this December will be reminded that now is the time to change an unequal and unfair system.

Quiet, Please

After spending all that money on a nice library, isn't it a shame that it's too noisy to study in? Isn't it a disgrace that students must avoid Burke because it has become too much of a social center and is impossible to work in?

This is the reality of the sitation at Burke. Students have turned it into, unfortunately, the best place to socialize on campus. What could be better than a modern, warm, and comfortable structure which is not overcrowded and does not smell? Actually, we can't blame students for trying to find an alternative to the Hub/Pub, but the Library is just not the right place.

It is not up to the Burke staff to keep the library quiet, and it is not up to them to find an alternative to the Hub/Pub. It is up to the students to keep quite, and up to the Pub Committee to find a solution to the Pub.

So let's shut up and socialize elsewhere.

THE SPECTATOR

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LETTERS TO THE EDITOR

Student Tenure Off and Running

TO THE EDITOR:

The Student Tenure Committee is off to a slow start. Because of this, student cooperation is of the utmost priority. Tenure Committee interview panels will start sometime during the week of November 26, and will continue through the next week. In order for student opinion to be voiced when the final decisions are made, we must successfully conclude the interview process for all four panels by December 11. This is possible only with your cooperation. Upon return from Thanksgiving break, all students will find several Tenure Committee correspondences in their mailboxes. Please do not disregard these, as they will contain information about the interviews: time, place, how and where to sign up, etc.

Attention to Anthropology, Art, Biology and Economics concentrators: You will receive a letter requesting your comments regarding the professor from your department of concentration who is being considered for tenure. Your input is necessary: the more responses we receive, the better our recomendation will be. Also, some of you will be chosen randomly, and asked to appear before the panel. We must interview at least twenty percent of all concentrators, and again we ask that you respond as quickly as possible. Lastly, we wish to let you know that these panel sessions are open to the entire student body, and everyone is encouraged to voice their opinion.

TOM BERNATCHEZ
CHAIRMAN, STUDENT TENURE COMMITTEE

Soccer Thanks

TO THE EDITOR:

I would personally like to thank all of the members of the soccer team. But I don't know who they were (are). So, thanks for the entertainment guys, it was a great way to spend a weekend.

A PROUD FAN '81

TO THE EDITOR:

We would like to express our most sincere thanks to all those dedicated soccer fans who helped make our season such a successful one. Without their encouragement and interest, the season would not have been nearly as enjoyable and perhaps successful.

Special thanks should be extended to Orhan Taner, Boo Hersh, Shelly Safir, Prof. Channing Richardson, President J. Martin Caravano and Mrs. von Schiller for their support.

1979 E.C.A.C. SOCCER CHAMPIONS

Social Committee

TO THE EDITOR:

As the Adler Report points out, social life on the Hill "seems" to be lacking. There are a lot of complaints about the Pub, Hub, Coffeehouse and general overall social life. As a result of the concern expressed through the Adler Conference, a social committee was formed.

Anne Whitcombe '81 accepted the difficult task of leading the committee; considering the importance and apathy towards working instead of bitching, the job will be difficult. At the second meeting only five or six of the thirteen supposed members attended, yet it was a fruitful endeavor. John O'Reilly '80 explained what was going on with the Pub situation. After talking with him and realizing that it would be fruitless for the social committee to attack one specific issue such as fraternities, book store, etc., the committee decided to take an overall look at social life at Hamilton College.

The committee does not plan, or want, to make an authoritative organizational role. Rather it intends to improve communication among the numerous social groups, the administration, and the student body. To do this the committee will procure a list of social events from the beginning of first semester, and evaluate their distribution, their attendance, and the sponsor of the social event. The study will provide data useful in determining whether or not problems with social life are the direct result of poor communication among the above mentioned bodies.

The study is not an attack on social diversity on the Hill, but rather a device to implement greater communication among the organizations involved and the student body. The problem does not lie in the lack of sufficient events, instead the problem results from poor communication and organization of those events.

The idea was brought of looking into an administrative social coordinator. The committee will contact schools which have such positions and examine the viability of such a position at Hamilton. Such a position would not entail the actual scheduling of events, as student autonomy in controlling our social life is deemed important.

Thus, the social committee will be looking into campus social life so as to recommend changes in the ways in which the diverse social options on the Hill may be integrated to better fit the needs of the student body. Since this committee is a by-product of the Adler Conference the views presented will have semblance of legitimacy in the eyes of the administration. Consequently, when this social committee asks for student input concerning the questions raised and apathetic attitude on the part of the students will only serve to demonstrate that problems with social life on the Hill are in themselves caused by a lack of concern by the student body. Any suggestions and comments will be most welcome.

JOHN WOODS '81
DOUG CORAZZA '81
ANNE WHITCOMBE '81
LUCY PORTMAN '80

Cathy Hinz

Dan Horth and the EMT hotline.

continued from page 1

important for the Team to be independent and not subject to any sort of control by the Center."

The Assembly responded to Bingham in a letter dated October 31, and indicated that they, too, didn't want to have the EMT under their control. They suggested that the administration fund the EMT directly.

Dean Bingham, a staunch supporter of the EMT, claims that he has received no formal proposal for EMT funding. He said that he agrees with Rizika that the EMT should not have to depend on the Health Center and should be independent. Although the report submitted to him by Horth includes a clear proposal for funding, he maintains that he has not yet received a specific proposal for funding the EMT. He indicated that if Horth "goes through the proper channels" he can probably arrange for funding from some source.

In the meantime, Horth and the EMT will be able to continue providing the service they are providing at this time, even if funding is not approved, however, improvement and expansion remains an uncertain possibility.

All About the E.T.M.

When any situation arises on campus requiring immediate medical attention, the college operator dispatches a security guard and a member of Hamilton's Emergency Medical Team to the scene. The Emergency Medical Team (EMT), a group of student volunteers, was established to respond to any medical emergency on campus, to perform first aid, and to make responsible decisions about the transportation of the patient for further treatment.

All members of the EMT are Hamilton students specially trained in the care and transportation of victims of accident and sudden illness. While about half the team is licensed by New York State as Emergency Medical Technicians, all team members are considered highly qualified to great patients until they can receive the care of a doctor.

The team members take shifts of duty. When on duty, the member is contacted by a "Pager" (a small device through which the college operator can establish one way communication) or is called on the telephone. Upon receiving a call, the EMT member usually responds on foot or in a private car. At the same time, a security guard responds in a van equipped with emergency medical supplies. On location, the team member "stabilizes" the victim. He mayperform Cardio-Pulmonary Resuscitation (CPR) or Artificial Respiration, stops bleeding, immobilizes broken limbs, comforts the patient, etc. Once the EMT member establishes that the patient can be transported, the security van is used to take the patient to the Health Center. However, the EMT member can determine that the patient needs immediate attention at a hospital, in which case he directs the security guard to call an ambulance. The EMT member is in constant contact with the Health Center during the crisis, and, of course, the doctor has the final say in all matters.

According to Dan Horth, director of the EMT, it is the most efficient means of responding to medical emergencies on campus. Besides the fact that the team members have an affinity with other students, individuals on campus can respond faster than an ambulance from an outside source (he claims that most calls are answered in under three minutes). Nurses can't leave the Health Center while on duty, and security guards have a minimal traning in First Aid. Horth stressed that the Hamilton Emergency Medical Team is "over qualified for here." He feels that the range of services the team is able to provide far exceeds the need of a small community like Hamilton College.

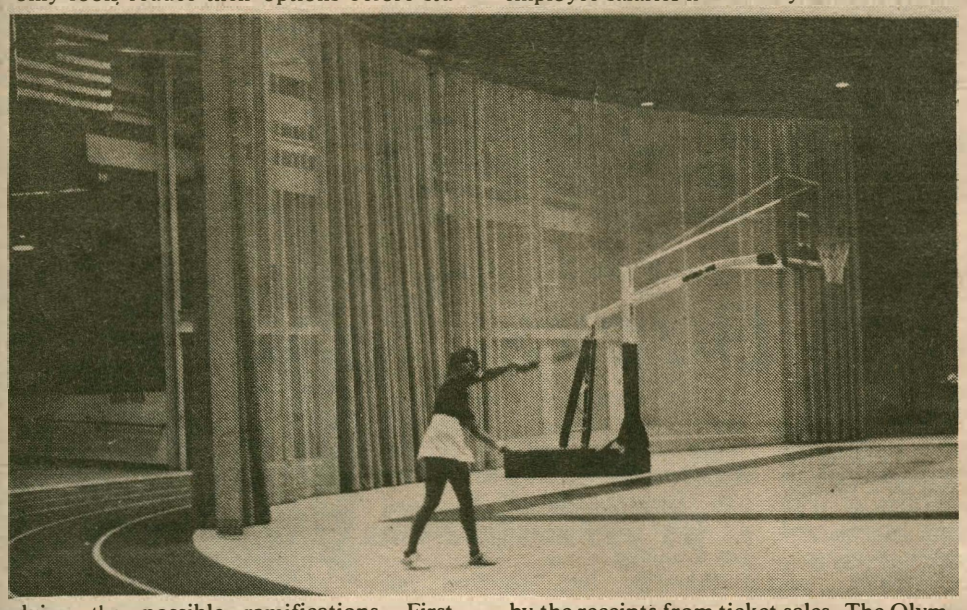
The EMT was established at the beginning of last school year by a group of concerned students. Basic supplies were provided by the Health Center. The pagers were lent to the team by Physical Plant, and Security operates the van used by the team.

Guest Spot — Mark Litvack

A Simple Solution

Now that the 1980's are approaching Hamilton must prepare its game plan for the decade ahead of us. Unfortunately the numbers are troublesome: Applicant pool down, costs up, inflation up and so on. Many people might be willing to concede that there is no possible way to combat these staggering difficulties. However, I believe that there is a way to solve all of our problems for the next decade and even for the next century, if we are willing to make a few small sacrifices. The answer is simply for Hamilton to host the Summer Olympics in 1988.

Now before everybody starts screaming all over the place, let's analyze this solution carefully. Any economist will tell you that only fools reduce their options before studying the possible ramifications. First, there are two major sources of income for the games: ticket revenue and television money. The major costs of any Olympics are the Olympic Village, the Olympic stadiums and the salaries of the various employees. I believe that when one does a comparison between costs and revenue of the games for Hamilton, the answer is obvious—we should host the Olympics in 1988.



First let us analyze the revenue side of the ledger. I don't believe ticket sales will create a staggering flow of money, however. I do believe that they will at least neutralize the costs of the salaries of the Olympic employees. Thus a major cost is already erased from the debt side of the ledger. I believe that the greatest profit will come from the television revenue. Television revenue for the 1980 games will be $100 million and for the 1984 games ABC has already bid $200 million for the television rights. Assuming this constant increase to hold true, I believe that the bidding for the 1988 games will go as high as $400 million. This tremendous sum will basically be all profit and will certainly solve all our economic woes at Hamilton. It's really quite simple, isn't it?

Now that we have seen where the money is coming from, let us examine the costs of the games. As I said before there are three basic costs. However, the cost of the employee salaries has already been balanced by the receipts from ticket sales. The Olympic Stadiums are already here if one looks around. We have a brand new field house (suitable for all indoor events), we have a swimming pool, we have an outdoor track, and we have the new intramural football fields which could be put to a variety of uses. Thus there is no cost involved with constructing any Olympic stadium. The final cost is the Olympic Village. This is the cheapest cost of all to the college. We simply use various dorms as the village. They are quite adequate in size, we could house at least two thousand athletes, and the village would be close enough to the Olympic Stadiums to create a surprising benefit. Before anyone hollers about the students,let's look at this rationally. We have numerous options about what to do with the relatively small number of affected students. First we could rearrange the school calendar. Most days the games are in progress fall during our summer vacation, and by simply starting school a week or two later there would be no time conflict involved. A second solution would be to install a program that everyone must do one year abroad and simply make 1988 a year in which everyone must partake in the program. Finally we could even create 1600 home-study fellowships wherein everyone studies one topic, and while at home, prepares a year paper on the topic. As I said before, this proposal does require some small sacrifices by a few people and I cannot believe that the students at that time will be selfish enough to put themselves ahead of the economic stability of our college.

I think the answer is obvious when we analyze the numbers. It's simple for a two-week sacrifice, we receive $400 million. This breaks down to a staggering $1,190,476.19 per hour. I believe now is the time for President Carovano to create HOC (Hamilton Olympic Committee) so that we can get a head start on all other possible contenders for the Olympic Games. Ahead of us will then lie $400 million, free publicity, and an end to our economic woes as we prepare for 1988 when the world comes to Clinton.

Cellar Door — Jonathan Gartner

Punting

In a recent (Nov. 12) "Sports Illustrated" article, Rick Telander, personal friend of my personal friend Herb Swain, describes Doctor Edward J. ("Doc") Storey's Florida football camp. It is an instructional camp that meets for three sessions every summer, like most athletic camps. What is unique about the Doc's camp, though, is that he coaches and teaches only one aspect of the game of football; punting. I can see that the camp is practical, but at the same time, this idea makes me wonder about similar camps for other sports, and their implausibility. Baseball and basketball players cannot solely concern themselves with fielding and free throws, whereas the punter has really no need to worry about passing and rushing. Oh, you might like to know that Doc Storey makes a tiny fortune from running his camp. Unlike running backs and quarterbacks, whose value is not judged on speed and strength alone, the best punter in the league is the man who can kick the ball the farthest and the highest. Doc doesn't teach the philosophy on punting and quote great punters. He teaches his students how to kick the hell out of a ball.

Of course, we are all familiar with punting, the type that booms above Steuben Field, and the type most of use do once or twice a semester, or week, or day. I don't think Doc Storey can teach us much about punting: we could probably tell him something, give him one or two pointers.

Punting generally refers to classes but is often misused. For example: just because you miss a class does not mean that you punt it. Punting is malicious, and premeditated. Sleeping through a class is careless, but going to the Rok at nine in the morning for an excuse to miss a boring lecture is punting. Another type of punting occurs when something like this happens. You are sitting in your room, reading. You have fifteen minutes to waste before going to class. Five minutes pass and a friend of yours stops by with a new album, or invites you to go for a ride, say to the Rok. Being a good student, you decline his offer, vehemently, and for fifteen minutes. Realizing that you have argued well into the lecture, one or two minutes, you have no choice but to go with your friend. This is known as the intentional unintentional punt, a term which is also applicable to the instance when you procrastinate about punting until the class has started, leaving you no option but sleep, or the Rok.

One of the really beautiful things about punting is that no matter what you tell professors after punting one of their classes, they always know exactly what you have done. They expect it to happen. However, it is still best to make up some believable excuse for your absence. "My aunt has a hernia," as ridiculous as it sounds, is better than "I decided to punt your class because I didn't want to come." In general, though, the politics of punting are very simple. It will be done, and the professor will be appeased with an excuse that he will enjoy hearing, one that he will laugh at later on, perhaps even share with another faculty member. I have heard numerous anecdotes from my instructors about the best excuse they ever heard. maybe there should be a contest.

(P.S.) If any of you are wondering why I have signed T. Adelard Bernatchez to this column instead of the Tom Bernatchez I used on my first three, there is a good reason. Upon graduation from Hamilton College, I will seek employment as an administrator at a small co-educational institution in the northeast. My investigation of these job opportunities has clearly shown that men who sign their name as I have done for this article seem to have a better chance of getting a job.

October 1979

Inside EDUCATION

Published by the New York State Education Department

This magazine was received in our office this week. Notice anything familiar? Do they know something we don't know?

My Own — T. Adelard Bernatchez

The End of Cynicism

When I was young I used to have a standard wish when wishing upon the first star of the night. It always ended: "I wish everyone in the world is happy." I was a true humanist-idealist. I was also ignorant.

The days when this country and its people were optimistic about the future are gone, probably forever. Jimmy tells us that there is a malaise in the American people, the Knight counters with the statement that it is the political leaders who have sunk into a malaise. That seems to just about cover everyone.

I protest this universal spread of depression. For years cynicism, as with all truly negative attitudes, was a thoroughly trendy and fashionable air to adopt. One could be sure that onlookers would view the cynic with an air of derision which actually masked a heavy dose of envy. Wilde denigrated cynics yet he was the greatest of them all. Dorothy Parker's acerbic wit was elevated into literary legend. These were the footsteps I wished to follow.

Thus, I threw off the weak emotional baggage of schmaltzing sentimentality and embarked on a new era of Brooklynesque philosophy—disbelief, distrust and disinterest. I was so excited about my new role as resident pundit; I would lean back and adoring fans would grovel to hear my verbal epees. It was almost like coming out—those people always seem so happy anyways.

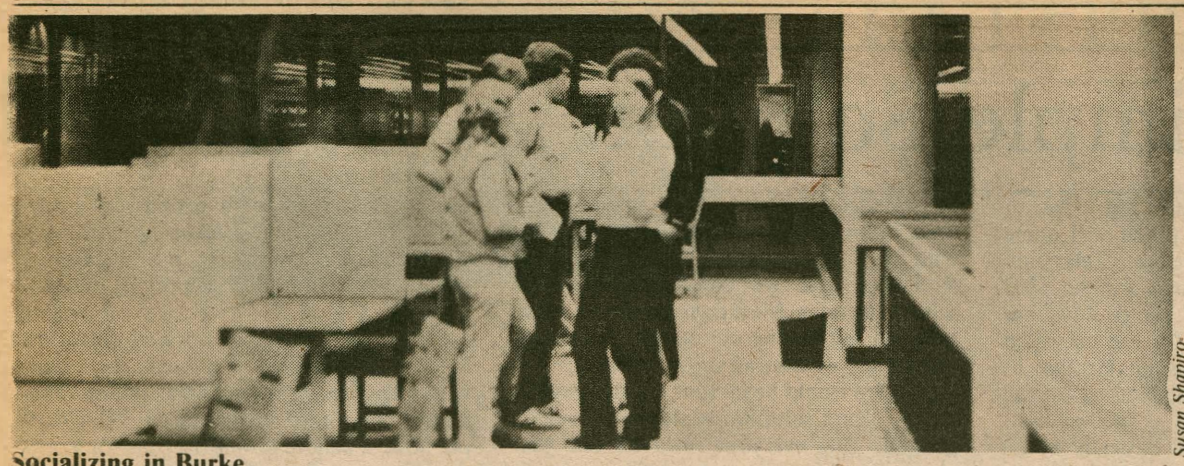
Alas it was not to be. No sooner did I make my debut as resident wit than I found out that the whole country was in a profound state of cynicism. I was sorely dissapointed. It's no longer dashing to be dismal when the whole world's dismal with you.

I protest this democratization of cynicism. If elitists can't have superiority of viewpoint, what's the sense of being an elitist. To proclaim your trendy cynicism when everyone else is adopting the same attitude is akin to sitting in the first class section of a DC-10.

Lets return cynicism to those who need and appreciate it! I propose Russel Baker and myself for starters. Cynicism requires looking at truth and human nature and not flinching when it appears unpalatable. This is a virtue not everyone has, nor should they since only a few people can be on Johnny Carson each night.

Thus, to those 60% of the American people who feel a profound pessimism, cheer up, leave the doomsday wit to your betters and remember the Dickensian advice to:

Do other men, for they would do you!
That's the true (life) precept. All others are counterfeit.



Susan Shapiro

Socializing in Burke.

Library Voices Heard

by Molly Reading

Following a recent article in the Spectator concerning excessive noise in the Burke Library and a note sent to the Library Staff from a "desperate student" looking for quiet in the library, several steps have been taken to put an end to the noise pollution.

On Sunday, November 4, 1979, Keith Washburn, Director of Public Services at Burke, received the following letter from a concerned student:

Sunday, November 4, 1979
3:50 p.m.

I got here at 1:00 p.m. and still haven't been able to find a QUIET place to study. I am a smoker, but the smoking room is out of the question. People go there to have a snack and chat, usually very loud. Then, I tried the first floor, but everybody knows by now, that Burke's first floor is THE place to socialize. So is the second floor. The third floor is all right, except I couldn't find a spot!!!

IS THIS HAMILTON'S LIBRARY? WHAT'S THE PURPOSE OF IT? WE HAVE 10 DORMS, A HUB AND A PUB TO SOCIALIZE IN, WE DIDN'T NEED A LIBRARY FOR THAT. PLEASE, DO SOMETHING ABOUT IT.

A Desperate Student

In response to the leter, Washburn said, "This is just what we needed to get things rolling around here." Recently Washburn has been working on a response to the noise pollution problem, and he and the library staff have come up with the following statement, which will soon be posted in Burke:

"We sincerely sympathize with you and others who have found the library to be excessively noisy. The problem partially derives from the open-space architectural style of the building itself, and partly from an inclination of students to use the library heavily, both for studying and for taking study breaks in which socializing occurs.

"There is little that can be done about the architectural structure of the library. We have used the dividers on the second floor in hopes of reducing noise and discouraging socializing. The smoking room was equipped with vending machines to encourage people to use that area as a place for taking a break and for talking; the smoking room was not designed as a quiet study area. At the same time, we designed the rooms 209 and 213 as quiet study areas, one for smokers and one for non-smokers; rooms 211 and 215 have been designed as group study areas, again one for smokers and one for non-smokers. These steps were taken to provide some relief, but we realize that they have done little to solve the overall noise problem.

"The library's position is that the same sense of values which underly the College's 'Honor Code', which regards students as adults and expects them to act accordingly, applies to student behavior in the library. The Student Handbook states that "...the emphasis at Hamilton is on the individual's right to act as he or she chooses providing only that he or she act responsibly and does not infringe on the rights of others."

"We have developed regulations for the use of library materials, but we do not intend to enforce quiet, or otherwise regulate the behavior of library users.

"We feel that the library should be a quiet place for study and research; the responsibility for making it that, if that is desired, rests with those who use the library."

Commenting on this statement, Washburn said, "Aside from the philosophical question whether we should or should not do something about the problem, there is little that we, as librarians, can do directly to keep students quiet, for two reasons. First, it would create ill feelings among students and the library staff and second it really wouldn't be effective anyway."

According to Washburn, "the library staff is aware of the noise problem and is trying to keep noise down among themselves as well, but it really isn't the responsibility of the library staff to enforce quiet among the students."

Washburn added, "I hope that this statement will be an effective solution to the current noise problem in the library."

Congdon '99, Dies

by Molly Reading

Charles E. Congdon, 102, of Salamanca, New York, the oldest living alumnus of Hamilton College, the Dean of Cattaraugus County lawyers, and the oldest resident of Salamanca, died Tuesday, November 6, 1979, following a long illness.

He practiced law for more than 75 years, and until just after his 100th birthday continued to make daily visits to his law offices.

As the oldest living alumnus of Hamilton, Congdon gained renown as an author, historian, scholar and an authority on Indian lore. During his career, he had tried cases in every court in New York State and the federal court system, including cases in town court and the U.S. Supreme Court, and the Peace Maker's Court of the Seneca Nation of Indians.

Congdon was born on July 17, 1877 in Randolph, New York. He came to Calamanca March 3, 1902, the day after he was admitted to the New York State Bar Association. A member of the Emerson Literary Society, Congdon graduated Phi Betta Kappa from Hamilton College in 1899.

He practiced law alone before being joined by his son Richard in 1939. Richard died in 1978, but their partnership grew to become the law firm of Congdon, Perrault, Dohl and Wixson.

From 1926 to 1929, Mr. Congdon served as a deputy attorney general for the State and was appointed assistant state attorney general in 1929. In 1929-1930 he was in charge of the Land and Title Bureau in the attorney general's office in Albany.

He also served as justice of the peace, village justice, and city attorney and as attorney for the Seneca Nation.

Between 1920 and 1950 he wrote "Alleghany Oxbow," a collection of his reflections and facts about the area of Salamanca, prompted by his interest in the area and the Indians. The book was published in 1968.

He was honored as an historian in 1962 when he was elected a fellow of the Rochester Museum.

$16 Million
Hot for Bucks

by David Schindler

The Priorities for Hamilton fund raising campaign has enabled the College to obtain approximately $14.9 million, according to Vice President, Communications and Development Joseph F. Anderson.

The campaign, which was initiated in March of 1976, was designed for the purpose of raising $16 million by March, 1980. In Anderson's opinion, friends and alumni of Hamilton will probably supply the $1.1 million needed to complete the campaign before the March deadline.

The most recent fund raising activity in the campaign was the New York "Fun-a-thon," which took place between November 4 and 8. During the "Fun-a-thon," seventy-five alumni who are members of the classes of the 1970's enjoyed free beer and sandwiches while making phone calls to classmates across the country. For every dollar given to Hamilton by those who graduated in the 1970's, Hamilton will receive a dollar from the Dana Foundation. The final results of the "Fun-a-thon" are not yet available.

Priorities for Hamilton has supplied the money needed for several of the major improvements at Hamilton that took place during the last three years. For example, it enabled Hamilton to pay for the fieldhouse, the Saunders Chemistry Building renovation, and the $750,000 debt from the Burke Library.

According to a pamphlet recently published by the office of Communiations and Development, the campaign "aided" the admissions situation at Hamilton. The pamphlet points out that the improvements in the physical plant which occurred because of the campaign contributed to the rise of applications for admissions.

Anderson explained that the campaign is a success largely because many alumni contributed more than one monetary gift. The alumni have "come to the aid of their college" in extraordinary ways, he added.

Jane Gottlieb

Joe Anderson.

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CONTACT:Mark Richardson via Campus Mail;call 7258

Yecch!

Water Problems on Hill: Age to Owe

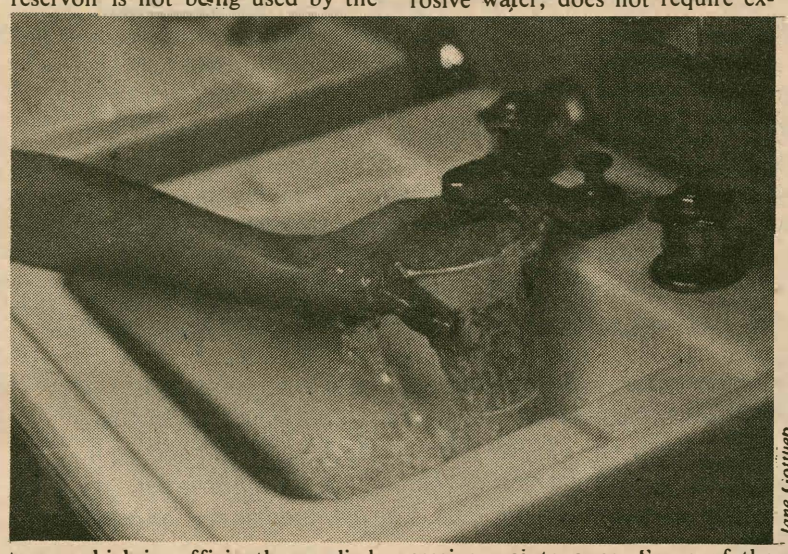
by Mark DuMont

Throughout the history of the College, life has been characterized by a constant war with the elements. Bitter upstate winters bring the ravages of snow and ice to the buildings, roads, and fuel bills of the College. Nature, however, as if leaving nothing untouched, supplies the College with 250,000 gallons per day of unpalatable, highly corrosive water which is sometimes 35 times "harder" than the water of New York City.

The water which flows out of College faucets, and which makes brushing your teeth in the morning so repulsive, comes from three College owned reservoirs with a combined capacity of 26 million gallons. The reservoirs are all man-made; the most recent one was constructed in 1926. Prior to the construction of Kirkland College the reservoirs easily met the water requirements of the Hamilton men. Since the addition of the Kirkland campus, however, the school has been forced to buy water from the Clinton water supply, according to Robert Fauss of the Physical Plant.

"We'll be pumping water into the reservoirs for at least three months of the year—from now through the January break. Since Kirkland was built the water supply has not been adequate," Fauss said.

The town of Clinton owns a large reservoir about one and a half miles from College Hill. Currently, the reservoir is not being used by the town, which is sufficiently supplied by wells.



Jane Gottlieb

According to Sidney Wertimer, Provost of the College, in times of need a pipe running from the town reservoir to the base of College Hill can be opened and then, via a pumping station, water can be pumped into the Hamilton reservoirs. Fauss said that sometimes up to 300,000 gallons of water are pumped up College Hill Road daily.

Wertimer said that the water system at Hamilton is very old, but nevertheless, despite age and corrosive water, does not require excessive maintenance. Some of the cast iron pipes under Kirkland and North Dormitories are over 100 years old, Wertimer said.

Despite Fauss' comments, Wertimer said that the water supply in the College reservoirs located near the top of College Hill Road is usually adequate for the needs of the College community. The Provost said that the Clinton Reservoir would only be used in the rare event of a winter with a low snow accumulation followed by a dry summer.

"The water supply is adequate but we don't have the maneuvering room we used to. We're just barely within the limits. In the event that the reservoirs become inadequate we have an arrangement with Clinton to pump water from the Clinton reservoir," Wertimer said.

Anyone who has boiled Hamilton water is familiar with the small particles which seem to collect on the surface of the water as it begins to boil. This organic matter, which causes turbidity in the water, is currently giving the Provost and the rest of the administration trouble with the state.

"The state has rules and regulations on the degrees of turbidity in drinking water. I have to notify everybody if the turbidity goes up to a certain level," Wertimer said.

Wertimer hastened to add that the turbidity of the water is not related to the water's potability. Although the water may be cloudy, it is still perfectly safe to drink, he said.

Nevertheless, the state has repeatedly suggested that the college install a filteration system to render the water "absolutely pure". The cost of such an installation, according to Wertimer, would be betweeen two and three million dollars. The provost said that the only time the turbidity reaches unacceptable levels is on the days when the water system is backwashed. Wertimer explained that occasionally the water pipes are backwashed to clear them of accumulated silt. In the process the water becomes cloudy, he said.

"We flush the mud valves about three times per year. The mud vaves are located at low points in the pipes. There is one at the foot of College Hill," said Fauss.

The history of the Hamilton water system begins in the year 1895 when, under the enthusiastic administration of Melancthon Woolsey Stryker, the first of the three reservoirs was dug at the foot of Prospect Hill on land given to the College by Dr. James I. Scollard of Clinton. The new water supply brought running water to the dormitories and supplied water for gymnasium showers. In 1926 the third reservoir was installed at a cost of $29,000. In the same year tuition was raised from $120 to $150.

Presently, all the water used by the College is softened by water softeners located in each building. Nevertheless, the water used by the College is very hard. The untreated water which flows from the reservoirs is rated at about 38 grains of hardness. Wertimer said that 12 grains of hardness is considered acceptable by the state. The causes of the water's "hardness' are the rich deposits of calcium salts, magnesium, iron, silicates, sulfides, and sulfates. As rain water percolates, or soaks, through the soil it dissolves some of these minerals giving the water its characteristic bitterness. Nature has done such a good job of polluting the water that it is many times harder than the water of most cities, and has an iron level 100% higher than normal.

One of the consequences of the unusually high mineral content is that washing requires more soap. This problem is a result of calcium and magnesium ions in the water which make the soap insoluble. In fact, it has been estimated that up to 60 pounds of soap are wasted for every 100 gallons of water used for washing. Some of the dryness in skin experienced by users of Hamilton water is the result of soap deposits which have evaporated into solids on the skin.

Depite all these troubles, the water at Hamilton has not been shown to cause any serious health problem on the Hill. Therefore, whenever a Hamilton student drinks a glass of water his glass may still be clean, despite its thin lining of dirt, grime and organic waste.

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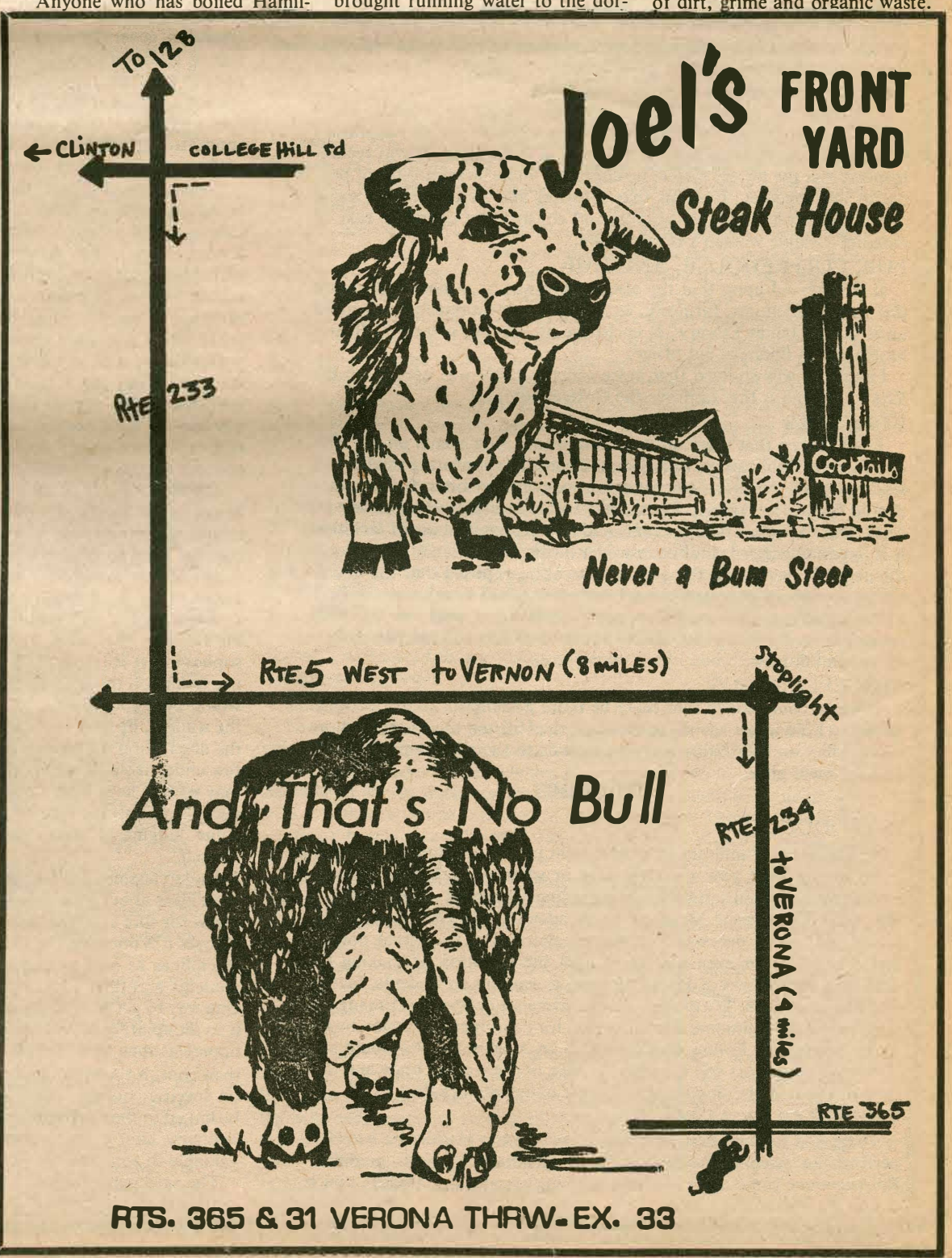


The 1979 Adler Conference Report

From the Chairman:

What you see before you is the result of two days of discussion which has come to be called the Adler Conference. The mystique surrounding this weekend should now diminish somewhat. As you read through these comments you will be able to obtain a black and white summary of the issues that were batted around October 19 and 20—that is only half of Adler.

This year's rebirth of the Conference should represent something to all of us on the Hill for it proved that lavish surroundings didn't necessarily enhance the ideas of Adler. So where are we now? Well, as you look at these ideas you should hold one idea foremost in your mind: these ideas arose spontaneously from your peers. Now that Adler is physically behind us we can take one of two possible routes from here. We could simply read these pages, shake our heads, and totally miss the fact that many hours went not only into the creation of this report from pages of "minutes" but that many hours went into the production of Adler in the first place. Or we can begin to assert ourselves toward changing the things which don't please us. Adler is a lot more than one isolated weekend in the fall—if it is supported. Adler's success falls on everyone's shoulders.

Read the report. But while you read it take a minute to think about what this all represents—if it still seems worthless then stop grumbling, for you'll never fulfill your wishes without support or the chance to converse with the faculty and administration in a constructive manner. If this report stirs your interest then you have reason to seek the execution of these proposals and to see that Adler improves each year.

Currently there are three committees studying Winter Term, academic issues, and Hill social life—all arising from Adler. All of these committees offer opportunities to find out what alternatives we are faced with and what we can realistically do. You should also begin to think about who shall lead Adler next year and catapult one of your peers to the position of chairing it. Now that we know that we can "Adler" every year, we can mark the date on our calendar so that faculty, administration, and trustee members may reserve the weekend each Fall, increasing the effectiveness of the weekend. The list could go on—practice will make perfect.

So do your part. Read this report and keep your ears open for the meeting to follow immediately after the break. That will give everyone a chance to comment on this year's Adler and find out what we need to do to begin mobilizing campus sentiment. If you're interested in getting in touch with one of the committees please contact me.

My thanks go out to the Steering Committee, the folks who gallantly put up with our presence in their houses over the weekend, and everyone who put this report together. You were great.

Stuart Williams for Adler 1979
Steering Chairman

BOOK STORE

The book store is inadequate. The book selection is limited. The unpopular books should be replaced by newer, more current and popular books. The book store should also sell less specialty items and consider selling more of the less expensive stationary items (i.e. notebooks). It is also recommended that the Book Store improve the security. Because the Book Store will not incorporate used books in their stock it is suggested that the alternative used book file be continued and that some organization sponsor a used book sale as a permanent money raiser.

FRATERNITIES

The IFC should explore new ways to contribute to the school's activities other than parties. Possible alternatives that comply with Title IX are: l) establish sororities and/or a Women's living social organization; 2) compulsory addition of women to fraternities; 3) close down fraternities and remodel them for coed living.

Although the Women's Center was not considered a viable alternative, it was suggested that by establishing sororities we may aggravate the pre-existing division already apparent in fraternities. It was recommended that the lottery system be altered to allow larger groups of people to live together. It seems that sororites and/or a women's social organization was the most sensible and constructive course to take in creating a viable women's organization.

PUB, COFFEEHOUSE, AND HUB

It was agreed upon that the atmosphere was of utmost importance (i.e. more student art, furniture, etc.). Possible locations for such social units are: l) James Library; 2) enclosure of Bristol Terrace; 3) Bristol basement; 4) financial aid office.

Finally, it was stressed that more social activity was needed on the Kirkland campus (i.e. improve the Coffeehouse).

CONCERTS

It was noted that there are too many conflicting events on the Hill, and that the Publications Board should consider sponsoring smaller and less expensive concerts, rather than one or two large ones. Instead, they should finance bus trips to Utica and to other locations which have concerts. Due to the conflicting events and non-economical use of facilities, it is imperative that Hamilton consider hiring a specific person to coordinate social events on the Hill. It was also proposed that the audio-visual equipment be upgraded and that more effort be put into the Folk Festival and open mikes. The students' social fee should also be levied according to the living situation of the student (i.e. off-campus, fraternities, and dorms).

MISCELLANEOUS

It was recommended that there be more pooling of money between dorms to hold larger social functions on the Hill and that there be more accessibility and flexibility given in regards to the off-campus housing and the meal plan.

Academics

INTRODUCTION

Academics at Hamilton—it's more than just an adventure; it's a job.

No matter what year a student is in or what major he/she chooses, he/she cannot avoid certain issues regarding academics. The purpose of the Adler Conference Meetings on Academics was to examine these issues and, where necessary, to suggest alternatives to present policies and regulations or even new ideas with the intention of making the academic atmosphere of Hamilton more acceptable to students, faculty and administration. We of the Adler Conference believe that the suggestions below are legitimate starting points for continued discussion by the Adler Conference Follow-up Committee on Academics. We would also hope that this report will stimulate interest of the student body and that they will join in the discussions of these issues which affect us all.

THE FACULTY ADVISOR

There is a definite need for faculty advisors at Hamilton. Advisor perform an essential function of the educational process—guidance. But there are some aspects of the advising system at Hamilton which hinder its effectiveness.

Academic advisors can serve as sounding boards for their advisees' plans and can help direct these students toward realization of goals through proper academic counseling. It is important that all academic advisors openly encourage their advisees to feel welcome to visit them—not just during pre-registration but anytime during the term. In addition, students should make the effort to do so, as the advisor/advisee system is designed to academically benefit the student, not the faculty. This statement is not meant to imply that both students and faculty cannot benefit from the relationship in other ways. In the small college community of Hamilton, students and faculty often strike up informal relationships.

The advising system is a bi-level program. The first, or primary level covers a student's freshman and sophomore years, while the secondary level deals with the junior and senior years. A student's first two years at Hamilton generally constitute a "feeling out" period where students seek to establish direction for the next two years of study. His/her advisor is assigned to him/her by the Board of Advisors. The last two years at the college help to set a course for the student's future. The student's advisor is then a member of the faculty of the student's chosen concentration. So advisors can play an intimate role in the shaping of goals and the eventual realization of them by individual students.

Commuication is basic to effective advising—in fact, it *is* advising. If an advisor *tells* a student to take a certain course, that is not advising. Conversely, if a student refuses to listen to an advisor's suggestions, that is not advising either. Advising is a process of discussion—of suggestion and reason, *not* to be confused with compromise. One should not take a course because of pressure from his/her advsor, yet students must be prevented from becoming too whimsical in their course selections. In other words, guidance is needed.

Obviously, advisors cannot be expected to have all the answers to students' questions. Therefore, they are not always deserving of the criticism leveled against them by some disgruntled students. But most advisors do have general advising abilities and enough common sense and experience to add objective reason to a student's naturally biased concern for his own well-being.

The first concern of the conscientious advisor is that the advisee get a broad-based liberal arts education. Although students do not always realize the importance of a varied curriculum, the advisor should encourage them to experiment in several disciplines, at least until the student declares a major. This suggestion encourages diversity, yet still allows much flexibility for the student when selecting courses.

When dealing with specifics (i.e. course selection), the advising system encounters the most problems. Underclassmen (freshmen and sophomores) are most often the "self-proclaimed victims" of the advising system on the grounds that their advisor told them that "course X" would be a good course to take. There being no serious objections by the student, he took the course and found that: (a) the course did not fit the description the advisor had given him, (b) the course was one which few underclassmen take or do well in, or (c) other. Of course the advisor may merely have been saying that which he thought; he cannot be expected to know for sure what every course is about; he must also make value judgments about the courses since he has never taken them himself.

Underclassmen are feeling their way towards their majors—they may have ideas about what they would like to major in, but they often do not know for sure until they are about to declare. Therefore, when selecting courses it is important to know that the courses are representative of the disciplines as well as understandable for underclassmen. So how can students and their advisors "know better" before registration?

One way to get around the problem of humans' failure to be omniscient is to set up Student Advisory Groups. These groups can be composed of upperclassmen and broken down by disciplines. Underclassmen could then consult these groups on questions concerning the major as well as on specific courses. These Student Academic Advisory Groups should be linked to their departments' faculty to keep abreast of course changes and new course requirements. These groups would be exceptionally valuable to sophomores who are about to declare their majors.

The reasoning behind these student-run groups is that no one can judge a student's opinion of a course or teacher better than another student. And since students are the ones courses they register for, it is in their best finding out what they are getting themselv ging their own grades or just sowing C's.

Another suggestion is to present a str Disciplines" which would be more than freshman orientation, a time when freshm environment. When they have had a char Hamilton, students will be in a better p disciplines, but to also understand the achieved by establishing a winter study sophomores, geared to help them define Career Center helps students define caree

One of the goals of the Adler Confere Academics will be to work toward the system of academic advising, incorporatin ideas.

FINAL EXAMS SCHEDULE

Final examination period is a hectic ti Hill. Opinions on the present schedule var have to cope with it." Those Adler parti with the schedule naturally desired some were willing to suggest some basic chang

It is generally agreed that final exams a (or death) at Hamilton. The weight assign overall course grades ranges anywhere fro 100 per cent. In any event, the final exam final grade. For this reason, students are ing well on them. But students are sensi believe hamper their abilities to show th have learned.

Because of the importance of exams to mended that in instances where a student cessive exams periods that professors be exams. This proposal was made within t system of specific exam times and places tions for those students with overloaded has sat through two consecutive examina in length, knows the exhaustion which is

Most of the Adler discussion group rescheduling would not be a significant number of Honor Code violations. There overall effectiveness of the Honor Code a matter will be referred to again briefly in in the section of the Adler report dealin code.

As discussion of the exam schedule cor "special cases" was taken one step furthe more flexibility in designing their own ex be achieved in either of two ways.

According to the first method, each exa more) specific time slots during exam w each exam at any one of the specified ti

According to the second method, ther periods, but rather, a kind of Students could pick up an exam from t time during exam week, complete it accor tions and time limits, and then promptly proposal, several students argued that Honor Code, why can't we take exams reason."

Before implementing such a system, h tion of the Honor Code would have to b Court's effectiveness in dealing with evaluated. While faculty in general expre sent honor system, there is a logically-ba portunities for cheating are present, then increases. Students who have taken an e advertantly, reveal test data to someone am. These arguments present part of the "floating exam schedules." There are ot

Do these proposals give students too m the faculty? Under a floating exam sched students would choose to take most of t ning of the exam period so they could go the end of the week to give them an exten currances would put added pressure on ams. First of all, faculty members would for a particular class at the same time, period was over. This waiting, however, they are to comply with the 72-hour rule, must have final grades computed withi ends. If the 72-hour rule is not amended feasible for (or popular with) the facult hectic enough.

The most workable solutions to the schedule were those which could also be r suggested that the exam period be extend period. There was insufficient discussion clusions. Another point for the Ad Academics to consider is an increase in t day from the present two to three. It was to take a morning exam and an evening e an afternoon exam.

These proposals do not preclude the may persist, but they are the first step i

Winter T

Winter Term is beset with problems prehensive definition. There is a pressin ture Winter Term's academic goals and forms of study. Simultaneously, evalua must be established appropriate to thes been a venture characterized by confu ficulties further exascerbated by the c Kirkland Colleges. However, much of many of the structural problems are sol Term's troubles are rooted very simply munication between administration, fa Conference discussions illustrated this p Some definite conclusions were reached

We should recognize the limitation period. Many of the current courses off concentrated period of three weeks. Th both for professors and students, is

ne ones who have to sit through the heir best interests to have some way of themselves into—whether they are dig- ving C's.

ent a stronger program of "Meet the ore than just a two-hour party during n freshmen heads are spinning in a new d a chance to experience academics at better position not only to meet the nd the disciplines. This goal can be r study seminar for freshmen and/or n define academic goals, much as the ine career goals.

Conference Follow-up Committee on ard the creation of a more efficient orporating some of the aforementioned

hectic time for most everyone on the edule vary from "it stinks" to "we just dler participants who were dissatisfied ed some changes. Even the "copers" ic changes.

exams are an unavoidable fact of life ht assigned to finals when determining here from about 20 per cent to almost nal exams constitute a large part of the ents are especially concerned with do- are sensitive to conditions which they show their professors how much they

exams to students, it is strongly recom- student has several final exams in suc- ssors be more flexible in rescheduling within the framework of the existing d places, but also allowed for excep- rloaded exam schedules. Anyone who examinations, each two-to-three hours which is experienced.

n groups seemed to feel that such gnificant cause for an increase in the s. There was some discussion as to the r Code and the Honor Court, but this riefly in this section, and more directly rt dealing specifically with the Honor

edule continued, the initial proposal of p further. What if students were given r own exam schedules? This end could s.

each exam could be schedule at two (or exam week. Students could then take cified times.

od, there would be no specified exam d of "floating exam schedule." n from the appropriate professor any it according to the professor's instruc- promptly turn it in. In defense of this d that "if we are all regulated by the e exams whenever we please?—within

ystem, however, a thorough examina- have to be undertaken, and the Honor g with violations would have to be ral express their confidence in the pre- ically-based belief that if too many op- nt, then the likelihood of it happening ken an exam may intentionally, or in- someone who has not yet taken the ex- rt of the negative side to the concept of re are other points to ponder.

ts too much flexibility at the expense of am schedule it is conceivable that most nost of their exams towards the begin- ould go on vacation sooner, or towards an extended Reading Period. These oc- sure on professors when correcting ex- rs would not be able to grade all exams e time, unless they waited until exam owever, puts added pressure on them if ur rule, which specifies that the faculty ed within 72 hours after exam period amended, floating exams would not be he faculty, whose post-exam period is

to the problems concerning the exam also be most easily implemented. It was e extended at the expense of the reading scussion on this point to draw any con- the Adler Followup Committee on ease in the number of exam periods per e. It was felt that it was more desirable vening exam than a morning exam and

ude the possibility that exam conflicts st step in the process of improvement.

ter Term

oblems primarily because it lacks com- a pressing need to reassess and restruc- als and its aims in terms of alternative , evaluative criteria and a credit system e to these goals. Winter Term has long y confusions and inconsistencies; dif- y the consolidation of Hamilton and uch of the ideological vagueness, and s are solvable. In fact, many of Winter simply and basically in the lack of com- tion, faculty and students. The Adler ed this problem and some solutions to it. reached.

nitations and possibilities of the time rses offered do not lend themselves to a eks. The potential value of the courses, ents, is limited by this fact. Regular semester courses (especially introductory courses) often lose their effect when subjected to the condensation and intensification necessary to fit themselves into a three week period. Winter Term courses and projects should be designed for that time span.

This would alleviate some of the problem of the wide discrepancy between "joke" and "serious" courses. A Winter Term credit would be considered separate from a semester credit and therefore be judged by a different credit system. The Winter Term courses should not be counted towards fulfillment of a concentration.

Winter Term's courses and projects earn the same credit as a regular semester's grade. There seems to be a very basic logical flaw in equating a three week course with a twelve week course. To eliminate this inequity, a separate Winter Term crediting system could be adopted. Graduation requirements, subsequently, would change to thirty-two regular semester credits and three "Winter Credits". Not only would Winter Term be on a separate crediting system but a distinct grading structure would be implemented as well. Suggestions as to the specifics of evaluation include a Pass/Fail or Credit/No Credit methodology. Such evaluation policies are valuable because they could encourage student exploration into new and otherwise frightening areas of study. Yet, this policy would undeniably be interpreted as a license for laxity. An alternative proposal for evaluation awards a grade to courses and projects, yet this grade carries less weight than a regular semester grade in computation of academic averages. For example, three Winter Term grades averaged together would be the equivalent of one semester's grade. This policy, then, decreases, but does not wholly eliminate the pressure of grades, while maintaining the potential for experimentation into other areas. The Adler Conference clearly reflected that in all of its aspects Winter Term continues to perpetuate a spirit of exploration.

Winter Term is an appropriate time to expand beyond the traditional curriculum. One group encapsulated what all groups expressed:

We should be more imaginitive and creative about the kinds of things offered and studied. There should be more experimental classroom studies, more contact with the world outside, and an emphasis placed on the application of academic knowledge.

Winter Term is a perfect time for imaginative and innovative pursuits which go hand in hand with academic excellence.

It was felt that alternative studies and internships could be very valuable; and should be encouraged. While Hamilton does not discourage them, it does (perhaps) limit the student by requiring supplemental research work. Alternative forms of supplementation should be recognized as as suitable. Although additional academic work may indeed prove appropriate, perhaps in some cases a daily journal or oral presentation would be more relevant to the project. The individual project should dictate the nature of the supplemental work.

Examination of the current Committee on Academic Policy's Winter Term proposal brings to light several problems. The plan is an isolation of many of the fundamental assumptions of Winter Term. Winter Term is not designed to be an opportunity to fulfill academic requirements, rather it is a time for experimentation in areas outside of the college's normal curriculum. The CAP's plan requiring sophomores and juniors to undertake independent projects was generally applauded. Yet the rest of the proposal seems highly structured and too loaded with requirements to conform with the ideology of Winter Term. Several practical problems were cited. First, it seems there would not be adequate faculty available in certain concentrations to both teach freshman seminars and work with senior concentrators. Secondly, January is often a time when seniors have a chance to investigate post-graduate plans.

In conclusion, Winter Term suffers from a two-sided communication problem. First, there is insufficient student awareness of Winter Term options. Increased publicity, especially in terms of internships available, and projects done in the past, could alleviate this problem. To further this end, one group proposed the formation of a "Committee to Pursue Alternative Study".

Secondly, there is insufficient administrative and faculty awareness of what students want and need from Winter Term. Students continually complain about the limited course offerings, the lack of curricular diversity, and the limited courses geared for the non-major. The faculty complains that they don't know what the students want, and therefore they offer what they think the students would like, or what they think the students should have. This hit and miss policy is highly inefficient and discouraging for all concerned. Furthermore, it is unnecessary. The Adler Committee suggests the establishment of a mechanism for student input into Winter Term curricular decisions—not a mere "suggestion box" type of mechanism, but one that insists that students outline suggestions and that the faculty seriously consider them. (i.e. proposals submitted directly to the department chairperson.)

THE HONOR CODE

Both students and faculty on the Adler Conference Committee believe that the Honor Code is a reflection of the high quality of academic life at Hamilton. The Code serves to emphasize that students are here to learn and faculty are here to teach. In discussing the Honor Code the Committee's primary concern was over the effectiveness of the present code.

The committee agreed that the Honor Code is highly effective in limiting fraud in academic work. However, two problems were seen with the Code. The first concerned the requirement that students report any violations of the Code that they observe. Many students doubted that they would report another student they knew to be in violation of the Code. The second major problem with the Honor System discussed was that many students believe that the faculty does not take the Honor Code seriously. Specifically the issue of exam schedules was used to exemplify this problem (discussion on exam schedules is reported separately). The faculty's response to this problem was that, generally they are comfortable with the Honor Code and feel that it is effective. However, they believe that no matter how effective the Code is, there will always be a few people who will attempt to cheat. For this reason most faculty members often regulate student exams more than is called for under the Honor Code. Their justification is simply that if you present too many opportunities for cheating, the likelihood of its happening also increases.

Despite these problems, the Committee believes that the Honor Code is a vital aspect of academic life. Furthermore, the responsibility for ensuring that the Code is adhered to falls equally upon all members of the Hamilton community.

SENIOR PROJECTS

Presently at Hamilton each academic discipline has unique requirements for its senior concentrators. The Adler Conference Committee was concerned over this lack of uniformity among the disciplines. Under the present system, many disciplines only require some type of final project from senior concentrators attempting to earn honors. The result is that a majority of seniors graduate without ever attempting to draw together what they have learned in the form of a thesis. For this reason the Committee examined the possibility of bringing back mandatory senior projects. Under such a system, each senior, in conjunction with a faculty advisor, would work on a project in lieu of a fourth course during the senior year.

The Committee saw senior projects as having two major advantages. One is that a senior project would involve independent study, which, in itself is a valuable experience. Seniors would have a chance to explore an area of particular interest in much more depth and with more variety than normally occurs in a structured course. Secondly, the senior project would offer the student a chance to bring all the elements of one's education together to show what one has learned. It would be the culmination of one's academic experience at Hamilton.

The Committee also saw two major drawbacks to re-instating senior projects. One is that senior projects are not as valuable or feasible in certain disciplines. Science majors, for example, cannot really do an in-depth project at the college level due to a lack of experience and also a lack of lab space. The other drawback would be the increased burden placed upon the faculty. Ideally the faculty advisor would work very closely with the senior, providing direction, insight, and at times emotional support. However, when you add senior project advising to the faculty's regular courseload and under-classmen advising you present the faculty with an almost impossible task.

That senior projects would enhance and strengthen academics at Hamilton was agreed upon by both students and faculty. However, the Committee recognizes that re-instating senior projects would be a difficult task because of the drawbacks mentioned. We believe, however, that the lack of uniformity among the disciplines can be reduced by recognizing the problem and moving in the direction of senior projects.

Stuart Williams. *Cathy Hinz*

Miscellaneous

FINANCIAL AID

Many were the complaints discussed about Financial Aid at Hamilton. Job discrimination exists; few jobs are offered to non-financial aid students. The wages given for certain jobs are not consistent. For those who are on financial aid—they are given a package. No one is told their aid will diminish over the four years and the packages lead to uncertainty. We suggest there be: 1)a group meeting for students on financial aid and the aid administrators so the package deals can be explained comprehensively to those on aid; 2)there should be a meeting held by Student Affairs on available jobs to all student.

There is an organization called HELP on campus that connects those looking for jobs and small jobs that are available. Finally, we suggest a revamping of some campus jobs which are not necessary but are time consuming. Instead of creating useless jobs, Financial Aid should just give direct scholarships. (Financial Aid has been know to train one person as an athletic trainer only to retrain someone else the following year.)

The James Library building was discussed mainly as a place to enhance social life. Suggestions for its use are as a campus center with a sitting room in the main area, as a cultural center, or both. Since its structure is vast, there is room for a new reading and language lab, a new Mail Center, a new arts center for one act plays, a browsing room (similar to Kirkland's old library), orchestra space, and small scale vending machines. It could be a classy social spot where large dances and receptions would be held. Also, student club offices could be placed in James. The James Library/Cultural Center could compliment Bristol, not negate its present use.

THE HOUSING LOTTERY

There were many complaints in regards to the present system for on-campus housing as well as having the option to live off campus.

One of the more heated debates arose over the 60:40 ratio which is maintained for the dorms on campus. The classic example of the inadequacy of this ratio was exhibited in Carnegie dorm. This year the male quota of rooms was exhausted early in the room drawings while the female rooms were filled, in some cases, by sophomores. Many of the upperclassmen felt that this represented an injustice to exiting Seniors taking their last shot at the better rooms on the campus. The elimination of the quota would reintroduce free choice and leave students in equal stead under the random lottery system.

Questions regarding the Freshmen placement also raised some discussion. It seemed more logical to some of the conference members that your housing options should sweeten as you mature in the Hamilton hierarchy.

The issue of off-campus living brought forth many opposing viewpoints. It is apparent that the requests exceed the spaces presently available on the off-campus list. When there exists a shortage of campus housing is it really necessary to overfill rooms when these requests are being made? There are two counter arguments. First, Clinton's available space is limited. Second, when does Hamilton cease to be a completely residential college?

continued on page 10

arts page

Cathy Hinz

Poetry Review

by Peter Cameron

At the conclusion of a long, beautifully articulated and lushly worded speech, Uncle Ben, a character in William Goyen's short novel *Arcadio,* mentions that the experience he has just so elaborately recounted is "more than I can ever find a word for." This alarming tendency for the illiterate vagabonds and country bumpkins of Goyen's fiction to become posessed with a linguistic fervor and sophistication beyond their scope is prevelant in his work.

Goyen suggested at his November 14 reading that the voices he hears suggest schizophrenia. However, on the basis of *Arcadio* and *The Precious Door,* a short story, it is his work and not his person that then repeated at every opportunity. Sometimes this works well in suggesting the is schizophrenic. He writes of the simple, hardworking agrarians of his native Texas, yet the language he uses is inflated and often unconvincing. He writes of "the magical world where all other persons of my solitude dwelt." At times he sounds like John-Boy writhing about Walton's Mountain, especially in such instances as "the air is my listener...the birds are my ears." Even animals aren't spared this affected treatment: "the little dog paralyzed with fear was given voice to bark." Hearts are "heavy and aching" in "this old world" that "is wearing out...I sing a sweet adieu to it."

Another device Mr. Goyen employs is repetition. 'Uncle Ben', 'pomegranate tree', 'light', 'mother', 'at large', and 'trestle' are words introduced in passages and incantation of vernacular language, but more often it succeeds only in drawing attention to the language and away from the narrative.

If at times one felt like bidding a "sweet adieu" to Goyen's language one could not help but be intrigued by his skill as a narrator. He "grew up among story tellers" and his work has a folksy, handed down quality to it. *Arcadio,* which appears to be the story of a beautiful, hermaphroditic refugee from a traveling circus, has the potential to be a magical work. When Arcadio, the titular character, forgets to speak poetically and simply says, "I miss the show. I may go back. I don't even know what town it's in," the story seems genuine, and interesting. Too often the language negates this effect.

The Precious Door succeeds in transcending these self-imposed limits because of its strong and engrossing narrative. At the height of a flood and hurricane, a boy helps his father nurse a vagabond found in their fields dying of knife wounds. The man dies, and his body is claimed by his brother, who is also his murderer. The two brothers, "one alive and fierce, the other dead", float of in the flood on a dismantled door towards the ocean. By observing his father's love for the dying stranger "fill our faraway parlour in that little town" the boy is left with the "courage to be tender."

Because this story deals directly with the awful strengths of nature, "the obscure wonders of the storm," and death, it is gripping in a Biblical, emotional way. Although it tends to sentimentalize it is a moving story and was well read by Mr. Goyen.

In a sense it appears Mr. Goyen is fighting a losing battle. He chooses to write voluptuously about simple people. It doesn't work, except in a few rare instances where the images and words he selects suddenly fit, and the characters begin to talk. When Uncle Ben, who supposedly can't articulate his visions describes the sound of Arcadio bathing in a river as "a sound like a gird would make in the deep nighttime—a mothering sound" the audience is jarred twice: once by the beauty of the similes and once by the false note they ring.

Livingston Taylor Tonight

by Robert Smits

It has been nine years since the Taylor family came into the musical spotlight. Brothers James, Alex, Livingston, and sister Kate all have recorded albums. James' sold millions of copies of his album Sweet Baby James; Kate and Alex didn't do quite so well and now spend most of their time on Martha's Vineyard. Livingston, who lives in Boston, released an excellent debut album entitled Livingston Taylor (ATCO SD-33-334). Some of the good cuts on it are Six Days on the Road, Carolina Day, Good Friends, and Sit On Back. It was a well received album and it became evident he had a successful career in music ahead of him. It was quite a while however before he released another album, due to his attempt to improve his diction. According to him, "Diction is the single most important thing in a song. Feel your ears. Put your hands on them when you listen to your song. If your ears are straining to hear the lyrics — play the organ." His voice needless to say has that characteristic Taylor timber and his speaking voice is as crisp as a Boston politician.

One of the albums that he is likely to play a number of songs from is 'Over the Rainbow' (Capricorn CP 0114). The most famous cut from this album 'Somewhere Over the Rainbow', is considered by many as the best version of that classic. His most recent album, 3 Way Mirror, shows the maturity of Livingston the musician. One cut that stands out among the rest is 'I Will be in Love with You', perhaps one of th best love songs he has written.

A diverse performer, in concert tonight he will most likely play not only his guitar, but also some banjo. He plays in a folky jazz style with "a pinch of R&B and country" in his words. He weaves an assortment of traditional ballads, blues tunes, instrumentals, love songs, and humorous numbers in a style that always leaves the crowd pleased. Besides his own tunes, he often includes songs by the Beatles, Woody Guthrie, and blues performers such as Ray Charles, Stevie Wonder, and is almost certain to play a rendition of Sam Cooke's 'You Send Me' in his performance. He also plays lively banjo music, and some instrumental guitar that often flow into other numbers.

Livingston is also a master storyteller who loves to tell of his travels and childhood in a humorous and personable fashion. He always manages to transmit the vitality and energy within himself to his audience in a matter of minutes after taking the stage. He sings songs about trains and truckers, lovers and children, and most of all he sings about people. In describing his outlook on life he says "above else, I love people; to entertain, to make them smile, to listen to them, and hopefully to be a good friend."

Tonight's concert is likely to be one that will not soon be forgotten by those who attend, so why not come on down, relax, and sit back and listen to Livingston Taylor, the peaceful philosopher and showman par excellence.

Alexander's Cafe

by Nancy Holzman

by Nancy Holzman

One evening, a few weeks ago while walking along Park Row, I noticed activity inside what used to be Stan's Coffee Shop. As I was passing the doorway, a man emerged, paintbrush in hand, and began painting the entranceway. Curious, I stopped to ask him what kind of business was moving into Stan's. His reply — ALEXANDER'S CAFE, an informal restaurant hoping to attract and develop a rapoor with the college crowd. ALEXANDER'S officially opened for business Saturday, November 3, and celebrated a grand opening yesterday with free cider and doughnuts. Monday night I journeyed downtown to see and taste what ALEXANDER'S had to offer.

Owner Gary Comstock managed to mingle the old and the new when decorating. The old wooden booths from the days of Stan's are still there, but painted chocolate brown, complementing the rough hewn wood paneled walls and refinished hardwood floors. The original counter also remains, but new and improved. Comstock removed the scarred formica counter top, uncovering a beautiful solid marble counter, now cleaned and polished. Small tables seating three or four persons are scattered in the front and back of the cafe. Covered with brown linen table cloths, table dining offers an attractive option to the counter or booths, yet bright, orange, plastic chairs, characteristc of a cafeteria clash sharply with the rustic effect of the raw wood and earthy brown tones. Clean, freshly painted white walls and ceiling succeed in making the cafe seem spacious and inviting. Dark wooden ceiling light fixtures provide dim lighting, creating an almost-intimate dining atmosphere.

A variety of sandwiches and salads make up most of ALEXANDER'S menu. Served on your choice of white, wheat, rye, or pita bread, sandwiches range from $1.20 for egg salad or American cheese, to $2.45 for roast beef or $2.95 for a triple decker club sandwich. ALEXANDER'S features two specialty sandwiches, the Ground Round in pita bread with tossed salad ($3.10), and steak and mushroom in pita bread, also served with tossed salad. ($2.75). I opted for the steak and mushroom: small pieces of steak mixed with large mushroom slices, cooked in a delicate sauce hinting of butter and wine, and packed in a pouch of soft, fresh pita bread.

On Monday, the soup de jour was cream of chicken, a cup (.50) came filled with huge hunks of chicken floating in a light, buttery cream base sprinkled with pieces of sweet carrots, celery and onion. Chili (.65) arrived topped with small pieces of cheese, and attractively garnished with parsley. Although not loaded with meat, the chili was thick, spicy and delicious. Both the soup and chili were served with fancy wheat crackers, an appetizing change from plain saltines.

An enticing and unusual feature to the menu are the salad dishes and assorted platters. Chunks of cheeses, salami, ham, egg, and tuna arranged around a bed of crisp lettuce, and sprinkled with pimento and olives constitute ($2.50), a serving large enough for two. Spinach salad for two ($2.25) and the meat and cheese board ($3.25) are also fun, tempting choices.

Homemade pies and cakes and rich, aromatic, freshly ground coffee are anirresistible finish to a tasty meal. In the spring Comstock plans to make homemade ice creams, putting the fifty year old stainless stell soda fountain to good use.

Planning is the key word to Gary Comstock. In addition to enlarging the menu, by offering a varied vegetarian line, and fish fry specialties, he plans to "turn this place into a place to hang out and relax with a pitcher of beer." Sounds like Comstock has good ideas to make his plan work. Alexander's will soon acquire a license to sell beer and wine; backgammon and chess boards are soon to appear on the tables; a stage area to accomodate acoustical performers drawn from the college and local town is a plan in the makings, and Alexander's is open until three a.m. Friday and Saturday nights, serving breakfasts or any item on the regular lunch-dinner menu. Comstock said he wants Alexander's to become "a good evening spot for college students." If these plans are soon to become reality, Alexander's cafe will fill a greatly needed void in the college community — a comfortable, low key atmosphere to enjoy good food, drink and listen to music, well in the wee hours of the morning.

movie preview

by John Foster

Audrey Hepburn, Hayley Mills, and Robert Redford pop up in the campus movies this week. If you do not like Mills, Redford, or Hepburn (I find it unsettling that there exist people who are impervious to the charms of Hepburn), then I suggest a trip to Clinton's Cannonball Cinema to see "Breaking Away." But first a bit on the on-campus movies.

Hitchcock's *Psycho,* one of the most emotionally draining movies ever made, was spontaneous and heartily applauded when shown here last winter. The applause seemed a release of tension. Perhaps 1967's "Wait Until Dark" will provoke a similiar response, Audrey Hepburn plays a recently blinded woman who is stalked by a killer in her apartment. That's all there is to it, and all the premise necessary for an effective thriller. Whether successful or not remains to be seen, but word of mouth says this is top-notch.

Sydney Pollack is a director with several highly praised Hollywood films to his credit. One that comes immediately to mind is *They Shoot Horses, Don't They.* Despite the gifts of Jane Fonda, and an atypical performance by the late Gig Young, this story of a Depression-era dance marathon is, to my mind pretentious, solemn and overblown. Pollack graduated to less pretentious and more commercial movies, three with Robert Redford ; *The Way We Were, The Three Days of the Condor,* and this weekend's Samuel Kirkland film *Jeremiah Johnson.* The plot is more Peckinpah than Pollack: a trapper (Redford) wreaks revenge upon the Crow Indians who have murdered his family. If Pollack lets us down there are the saving graces of Redford, the scenery, and Allyn Ann Maclerie. This last is an actress of no small talent who portrayed Red Button's brittle and bitter dance partner in *They Don't Shoot Horses.*

The allure of Hepburn and Redford is undeniable; regardless of the quality of the picture around them they are truly watchable. I'm not sure the same can be said of Hayley Mills. This actress, though the talented daughter of John Mills with at least one very good performance to her credit (*The Chalk Gerden*, with Debora Kerr), if unfortunately the veteran of several Walt Disney movies, *Pollyana* among them. Pauline Kael said of Bryan Forbes' *Whistle Down the Wind* that it was "too adorable for its own good." Hayley is one of the three English children who find a bearded man hiding in the barn whom they take to be Jesus Crhist. The man is actually an escaped murderer, but the children are convinced otherwise. Their struggle with more realistic adults is the nub of the movie. Kael fount it lamentable that the movie makers have decided to take it upon themselves to show us how this murderer is a Jesus of sorts himself, an outcast wrongly condemned by society. How they make a comedy of this is another matter.

Theatre Review

LAST WEEK ONLY HALF OF THIS REVIEW WAS PRINTED. THE ARTS EDITOR APOLOGIZES TO VAL JONES AND THE CAST AND MEMBERS OF THE THEATER PRODUCTION TARTUFFE. THE REVIEW IS HERE IS REPRODUCED IN FULL.

by Val Jones

Tartuffe is translated by Richard Wilber, designed by Joe Rushock, and directed by Carol Bellini-Sharp.

The plot deals with a pseudo-religious con-man who established himself in the home of the honorable Orgon. Only the head of the household and his prudish mother are duped by Tartuffe, to the frustration of family and friends.

Tartuffe is a comedy with a message as relevant today as it was in Moliere's time. The scoundrel Tartuffe abuses every virtue and masquerades as a holy man. His prayers exemplify false piety, spoken always loud enough for others to hear and admire. He takes great pains that all shall know when he gives alms. His gluttony is so blatent that only Orgon's blindness can fail to see it. Tartuffe professes great loyalty as he snatches Orgon's most prized possessions. Finally, Tartuffe's hypocrisy is never clearer than when he dresses his lust in chivalric phrases of love. Moliere's satirical pen slashed at all the vices of Louis' court through *Tartuffe* but his scorn is even greater for those who allow themselves to be duped.

Every actor in this show is well cast and handles his or her part well. In the title role Chris Walsh displays a superb flexibility. It is refreshing to see him in a new role-type. Tartuffe is absolutely slimy and changes masks at a moment's notice. Walsh's interpretation of Tartuffe's groin and gut physicality demonstrates sound understanding of the character on many levels.

Carolyn Wandell plays Elmire, Orgon's wife with wit and the mature wisdom of a woman who can laugh at lovers. It is a pleasure to see her back on the campus stage.

David Pratt clearly proves in *Tartuffe* that he can handle a lead role with ease. His Orgon displays admirable timing. Orgon is proof that we believe what we want to believe. He is a man who has obviously lost his joy in life, "Marry Tartuffe and mortify your flesh." To such a man, who is feeling both self-righteous and a trifle guilty, false humility works better than truth. Pratt ably handles critical change when he is finally enlightened as to Tartuffe's hypocrisy.

Though a little stiff, John Cloud's debut as Cleante, Orgon's brother-in-law is well done. It is a particularly difficult role because he acts as Moliere's mouthpiece and is required to make long speeches about truth, love, honesty and right action, all in rhyming verse. Cloud pulls it off solidly.

Marianne and Valere, the two young lovers crossed by Organ's intention to wed his daughter to Tartuffe are played by Maureen Barry and Tony Goldwyn. Goldwyn is definitely the more dynamic actor, but Barry does a fine job as the submissive daughter. Only her voice, more whining and less clear than the role demands, is distracting.

Cat Doherty plays MMe. Pernelbe with great panache. It is easy to indulge in her prim self-righteousness. Doherty does an exquisitely exhasperating job with the part.

John McCormick plays Damis, Orgon's son with a blustery bravado which is particularly funny. His interpretation may lack subtlely but its quite enjoyable.

The supporting cast of Nick Ashley as the bailiff, Tony Kelso as an officer and Heidi Gerquest as Flipote are all up to par. Nick Ashley in particular has a lovely short bit which he plays with frustrating sincerity. My only criticism with Ashley is that he does not look or act as though he'd even lived 40 years, much less been a bailiff that long.

I pity anyone who missed Phyllis Holmes' Dorine. Holmes is a show stealer, not in any negative sense, but simply because she is the most vital, lively natural actor on stage. Of course, the witty maid who manages her masters' lives is a choice part, but Holmes turned what might be a simply good job into a memorable experience. Phyllis' knowing interpretation is delightful. "If you ask me..." "Lovers' tongues are never still." "Tartuffe is your cup of tea and you shall drink him." The fact that she is so quotable is a tribute to the quick mind which she brings to her work.

Joe Rushock, the new technical director at Minor Theatre has brought the touch of profes sionalism to *Tartuffe's* set. It is a multi-level Fresh garden which works well as a metaphor for the love of symetry, and formality of 17th and 18th century French thought.

My major complaint is with the decision to use a period set, modern costumes and jazz music. Even though it is distasteful to mix metaphors the set and well tailored costumes might have worked were it not for the music. It added absolutely nothing to the show and could easily have been disposed with.

Overall, Tartuffe is an enjoyable and well done comedy.

This weekend's chapel service will provide a rare opportunity to hear some fine American folk hymns, sung by one of Hamilton's finest musicians. Paul Kibler has worked hard at his music, and to be sure, the material is quite good, but Paul's immense enjoyment of these songs is what finally makes them so good. Sunday at 11 a.m.

THE WALLACE BRADLEY JOHNSON FOUNDATION. A foundation established by friends of Wallace Bradley Johnson of the Class of 1915 at his retirement as Secretary of the College in 1961 sponsors a competition to encourage original writing for the theatre. The Charlatans conduct an annual competition, and a board of judges consisting of three faculty members or two faculty members and an alumnus or friend of the College selects three theatrical works by Hamilton undergraduates to be produced by the dramatic society with the assistance and supervision of the authors. Original plays and adaptations and musical works for the theatre, of whatever length, are suitable for submission. The income from the fund is used to provide award money for the best work or works submitted as judged in production. All manuscripts must be in the hands of Dean Rice's secretary by Mon., Feb. 6, 1980 for performance the last week in February.

music and theatre

PROGRAM BOARD CONCERT: LIVINGSTON TAYLOR. Friday 8:30 pm in the Chapel.

MUMMENSCHANTZ. Sponsored by the Utica College Social-Cultural Committee. Sunday at 7:15 p.m. in the Stanley Performing Arts Center. Reserve tickets and transportation at Bristol Campus Center.

STUDENT PRODUCTION: "Come Blow Your Horn." Friday and Saturday at 8:30 and Sunday at 2 p.m. in the List Recital Hall.

movies

S. KIRKLAND FILM: *JEREMIAH JOHNSON.* Friday 8 and 10 p.m. in KJ. Saturday at 8 and 10 p.m. and Sunday at 10 p.m. in Science.

COOP FILM: *WHISTLE DOWN THE WIND.* Saturday 8 and 10 p.m. in KJ.

INTERNATIONAL STUDENTS ASSOCIATION FILM: (TBA) and reception. Saturday at 8 p.m. in the Bristol Campus Center Lounges.

CHOIR FILM: *WAIT UNTIL DARK.* Sunday and Monday 8 and 10 p.m. in KJ.

THEATER 303 FILM: *ACROPOLIS.* Monday 4:30 in KJ.

conference on women in education

Saturday

THE STATUS OF WOMEN IN HIGHER EDUCATION." Presenter: Dr. Susan Bailey, Director of the Project on the Status of Women in Education at Harvard and Radcliffe. Respondents: Alice Maxfield, Carol Bellini-Sharp. 10 a.m. in the Red Pit.

LUNCHEON WITH CONFERENCE SPEAKERS for all who pre-register. Dwight Lounge, Bristol Campus Center. 12:30 p.m.

PANEL ON "MATH AVOIDANCE." Patricia Casserly, Senior Rearch Associate, Ets: Alice T. Shafer, Professor of Mathematics, Wellesley; Larry Knop, Department of Mathematics, Hamilton; Sally Kwiatknowski, Instructor in Measurement and Statistics, Syracuse University. 2:00 p.m. in the Red Pit. Coffee honoring Kirkland and Hamilton Graduates to follow. L-shaped Lounge.

"WOMEN'S STUDIES AND WOMEN'S WORK." Florence Howe, Professor of Humanities at SUNY/Old Westbury. 8 p.m. in the Red Pit.

Sunday

"WOMEN'S STUDIES: WHAT IS IT?" workshop with Florence Howe. 2 p.m. in the Red Pit.

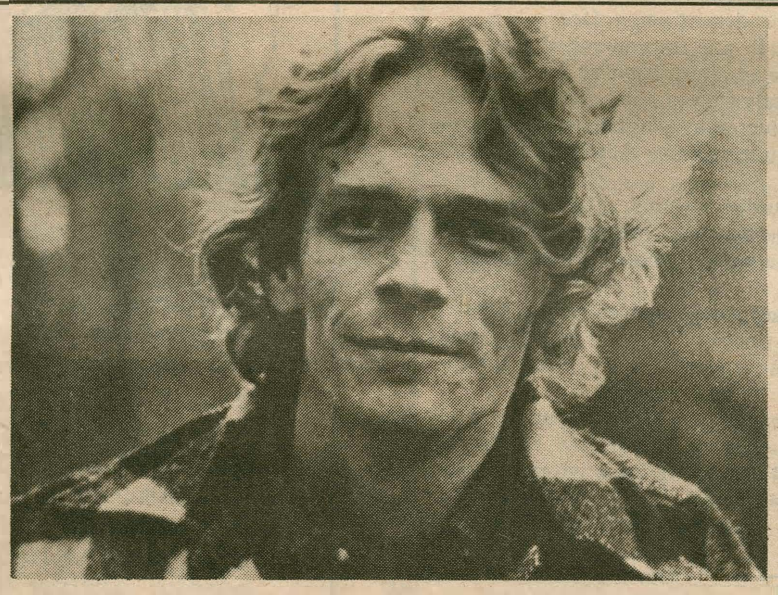
lectures and readings

LECTURE: Mr. Simeon Shitmei, Counselor, Permanent Mission of Kenya to U.N. "Kenya's Stand on southern Africa, Middle East and Disarmament." Friday 7:30 p.m. in the Bristol Campus Center Lounges.

SIGMA XI LECTURE: Harvey Brooks, Kennedy School of Government, Harvard University. "Energy Futures" on Friday at 8:30 p.m. in Science.

POETRY READING: Bill Berkson, Poet and Editor. Monday at 8:30 p.m. in the Red Pit.

Hamilton College Program Board Presents



Livingston Taylor

Friday November 16th
Hamilton College Chapel
8:30 p.m.

Tickets:
Bristol (until 7 p.m.)
At the Door

Students $3.00
Public $4.00

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The Adler Report,

Continued from Page Seven

It seems wise to view off-campus housing as an option but that some control be exercised as it is presently. But could off-campus be viewed as not only a relief to overcrowding on the Hill but also as a way of somehow enlightening people to living independently. The issue obviously requires input and some serious consideration.

JUDICIARY BOARD

It was generally agreed that the Judiciary Board is one of the more misunderstood organizations on campus, often the object of unfounded or unreasonable complaints from the college community. Many of the comments in this area were praise of recently instituted policy; however there were also suggestions on how the Board could improve its effectiveness.

The new procedure of assigning persons found guilty of demo to work crews around campus was considered a tremendous success by and large, especially in cases where violators are required to repair damage they themselves have done. Participants also agreed that widely publicizing the outcomes of the J-Board's cases serves as a powerful deterent. It was also mentioned that the new policy of pro-rating damage costs on a dorm by dorm basis could be a major factor in helping to combat the problem of demo this year.

The complaint that was brought up the most often is one that everyone is familiar with—that the J-Board should be tougher in their punishments. The suggestion was also raised that a sharper distinction be drawn between misdemeanors (unintentional deeds) and crimes (willful actions). A final proposal which resulted was that drunks be viewed as being completely responsible for their own actions and that drunkeness not be used as a justification for leniency in a decision.

ADD-DROP PERIOD

Although many have made the argument that the add-drop period is too long and that one could conceivably fall far behind in a particular course there are some advantages to lengthening it. First, one cannot always determine the nature of the course in the presently allotted time. Second, often balancing of sections can leave a person with two or three slots to refill which requires a fair amount of time.

THE FRIDAY SHORT CLASSES

The present concept of having one day before the Fall semester begins seemed to be received well by most of the conferees. It could be enhanced by requiring attendance in all limited enrollment courses in fairness to the instructor. This would also make the add-drop process one which reflected true stats regarding the enrollments rather than letting pre-registration intentions fill this function.

COURSE SELECTION

There were several suggestions regarding this topic. It was expressed that departments hold open forums during the registration period to answer questions regarding the scope and expectations of the various courses. To this end the advisors should begin making realistic attempts to know the other departments so that they could make constructive comments regarding course selection. Without distribution requirements our educations depend on sound advice.

COMMUNICATION WITH THE ADMINISTRATION

There was a prevailing feeling among the participants, faculty and administrators as well as students, that the channels of communication between the student body and the administration are not satisfactory in their present form. It was pointed out, though, that if any of the suggestions which were brought up are to be effective, students must take the initiative in getting in touch with administration members.

One major complaint was that administrators are not as accessible as they might be. Several proposals were formulated in response to this question. It was suggested that administrators set aside a certain number of hours a week during which students could just drop into chat without having to deal with an intimidating bank of secretaries for an appointment. Administration members could simply continue with their work during this time slot until a student came by to talk. More informal opportunities for meetings were also proposed such as a wine and cheese reception, a cocktail party, or just over dessert and coffee.

Additional ideas were also raised. It was recommended that flow charts of the chain of command in the administration be distributed so that students can decide more accurately who to go to with a problem. One participator pointed out that the hierarchy is not always as obvious as it seems. For example, not many students know that Financial Aid is part of the Admissions Office.

It was mentioned too that future student forums, such as the poorly attended one in October, be better publicized. The possibility of administrators taking turns writing for a weekly column in the Spectator was also brought up.

Several participants pointed out that the real problem was in Trustee-student communication since it is the Board of Trustees who eventually make the major decisions affecting the students. One possible solution was to invite Trustees to future Adler Conferences.

Finally, it was noted that students could play a part in correcting the communication problem. Student advisory committees to the administration and the Trustees should take more initiative in reporting regularly to the Assembly. In addition, the role of Chapel as a means of communicating student views to the administration should be expanded.

The Stock Market Today
by Malkin and Conklin

Greasy Street

The present situation in Iran has left investors confused and uncertain, and each new day the big board reflects the ongoing saga of blackmail in Teheran. And, more importantly, it reflects the dire need for secure and stable sources of energy.

On Monday, President Carter banned Iranian oil imports, and Wall Street, in general applause for the President's firm, decisive action, jumped sharply in reaction. Currently, Iranian oil accounts for about five percent of United States imports. The nation is in a better positon to handle a stoppage of Iranian oil than the last time the flowing stopped, late last year during the revolution. Aggressive stockpiling by oil companies has pushed domestic crude supplies up to over 15 million barrels higher than a year ago. So with the government's move to halt Iranian oil, the domestic oil companies and other oil concerns with North American interests were active gainers early in the week. Especially active this week were Canadian oils such as Ranger, Sundance, Dome, and Gulf Canada. This surge came from a Canadian government disclosure that it will seek a $5 a barrel increase next year and that the oil producers will share in some 45 per cent of this increase. Also, a discovery by Texaco of large natural gas supplies off the New Jersey coast boostd that companies stock.

Wall Street nerves were once again tested on the Iranian crisis when on Wednesday the Teheran government attempted to pull its assets out of this country only to have President Carter order a freeze on all Iranian assets in the United States.

But the uncertain energy situation, inextricably linked with inflation and recession, will continue to annoy an impatient Wall Street. Recessions aren't pleaseant but may people on Wall Street of late would welcome one. A recession, it is hoped, will dampen inflation and interest rates and thus set the nation's economy back on an orderly growth track.

Carter is now in the precarious political posotion of fighting inflation with a recession. If the economy gets through the 1980 election without a major recession, most analysts feel it will be at least until 1981 before the situation stabilizes. Some analysts, however, don't foresee the usual recession-recovery cycle. Instead, they predict a period of economic sluggishness called stagflation, perhaps lastng several years.

But in the end all plans for recovery and stability are at the mercy of the Organization of Oil Petroleum Countries. The loss of Iranian oil, although believed to be temporary, strengthens the probability of a 20 per cent rate hike by the OPEC ministers sometime in December. It is in this sober situation that both the White House and Wall Street plan and prepare for the end of 1979 and the political fury of 1980.

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Gridders End Painful Campaign

by Phil Robinson

Union College put an end to what had become a painful, frustrating football season for Hamilton, handing the Continentals their first shoutout of the season in a 31-0 drubbing Saturday.

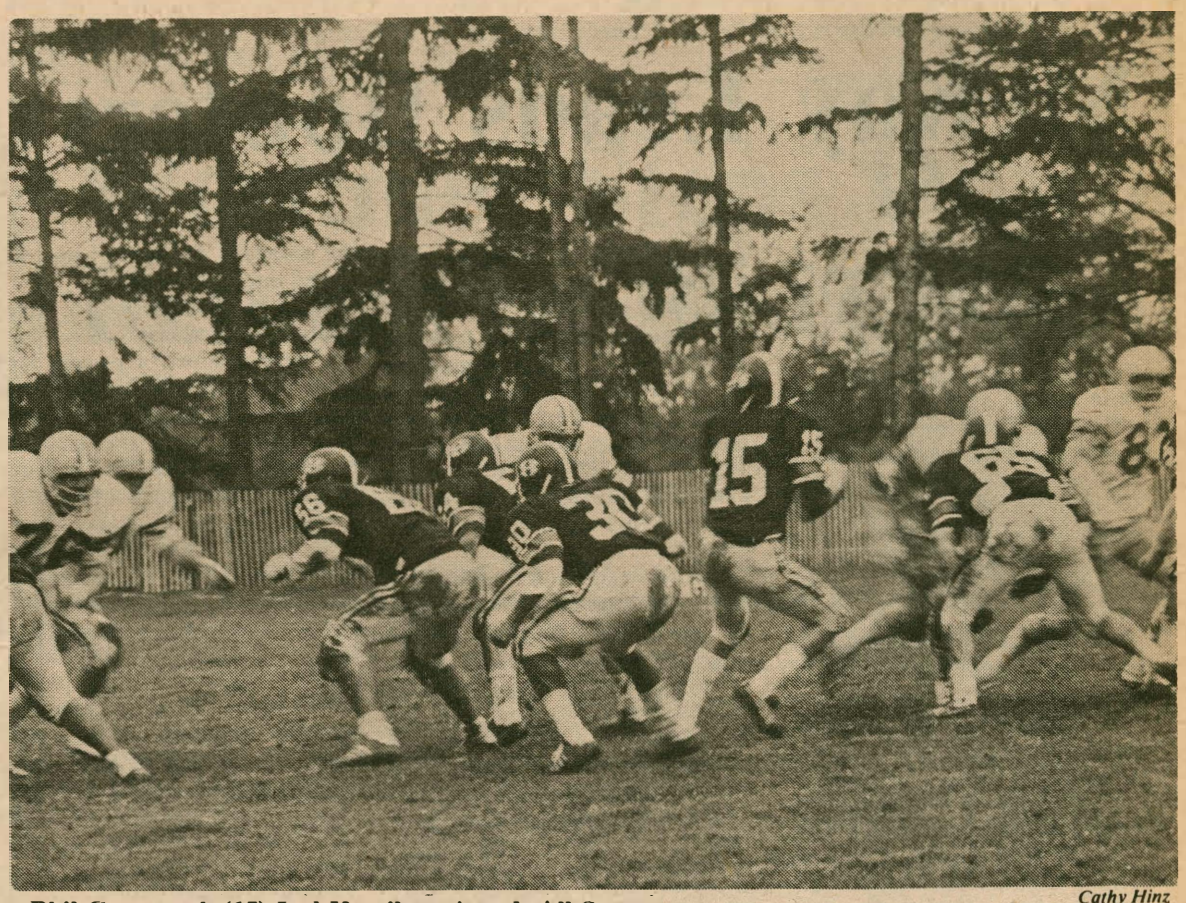
The loss gave Hamilton an 0-8 mark in 1979 and extended the team's losing streak to 14 games. Union closed with a 3-5 mark.

Senior halfback Rich Romer keyed the Dutchman attack pounding out 181 yards on 24 carries as Union upped its lead in the 84 year old rivalry to 37-35-12. Romer broke away on a 49 yard scoring burst in the first quarter and then capped a 37 yard second period drive with a five yard touchdown run. Kicker Dan May tacked on four extra points and added a 47 yard field goal.

Hamilton never mounted a serious scoring threat in the contest. Union held the Continentals, ranked number one in passing among NCAA Division II and III schools to a season low 90 yards. Phil Greenough connected on only six of 23 attempts with four interceptions while freshman Fritz Minges completed two of six passes and had two of his throws picked off.

The Continentals did put together their highest rushing totals of the season led by a scrambling Greenough who picked up 33 yards on the ground and had another 40 yard gainer called back on a penalty.

EXTRA POINTS . . . Linebacker Bruce Treen turned another superb effort for the Continentals in Saturday's game, making 18 tackles to win the Rue Memorial Award given to the game's most valuable player from each team . . . Treen ended the season with a team leading 121 tackles . . . It was in the fall of 1948 when a team coached by Earl Svendsen defeated Earlham College 19-12 that Hamilton last won a football game under a coach other than Don Jones . . . final stats leaders: Rushing — Wertz 28 carries 117 yards, Passing — Greenough 152-331 (.488) 1785 yards, 8 TDs, 20 Int. Receiving — Brooks 42 498 yards (11.8 yds. per catch), Scoring — Capone 30 points, Interceptions — Pitarresi, Freyre 2 apiece, Punting — Greenough 23-32.6 yd ave, Punt Returns — Freyre 6-22, 3.6 yd. ave., Kick-off Returns Reid 5-105 yards 21 yd. ave.



Cathy Hinz

Phil Greenough (15) Led Hamilton Attack All Season

Cathy Hinz

Co-Captain Bruce Treen (27)— MVP in Union Game

Next Year's Champs?

by Larry Goldfarb

"Why play Varsity soccer when you can play J.V." This was one of coach MacDonald's favorite expressions as he attempted to "create a sense of pride and team spirit" among the members of the Hamilton J.V. Soccer team. the tactic was successful as the team finished the 1979 campaign with a 3-1-1 record.

The Continentals defeated Clarkson (3-1), Hobart (3-0), Herkimer (3-0), while tying Colgate (1-1). Hamilton's only loss came at the hands of the Skidmore Varsity (1-0) — a game coach MacDonald was unable to attend.

Hamilton's 1979 edition fielded a squad that finished the season with 27 players. The J.V. team does not cut players. Therefore, coach MacDonald developed two complete squads. One team, the Marauders — consisting mostly of upperclassmen — are more agressive, while their counterparts, the Bandits — consisting mostly of freshmen — finesse their opponents. This system not only gives everybody in MacDonald's words,"an opportunity to participate in a competitive atmosphere, but also encourages a high level of team spirit and team unity."

The strongest area of Hamilton's team, to MacDonald's mind, was the four defenders and the goalie whose combined efforts allowed a mere 3 goals in 6 games. In particular, he singled out defenders Peter Vail, co-captain Don Fish, Bob Lyons, George Kimboll, attacker Tom Balch, and goalie Bill Schickler. MacDonald believed that these players as well as others have ability that is equal to that of the players on the Varsity squad. "To make the Varsity, you have to be in the right spot at the right time."

Perhaps the J.V.'s greatest thrill, this season, was defeating the Varsity — the E.C.A.C. division II-III Up-state Soccer Champion — 2-1. "We wanted to play well enough to let the Varsity go into the playoffs with a different perspective. Though they (the Varsity) were not up for the game, we were hoping we could help them win the championship." This encounter was an actual game. Each team had uniforms, and there was a referee.

Thus, did the wrong team play Rochester and Fredonia state? "All soccer players at Hamilton", MacDonald stated, "take pride in the Varsity's accomplishments" The players on the J.V. are "proud that they played a part in the Varsity's championship season." Therefore, next year, as in every previous season, top J.V. player will play on the Varsity squad.

Union Fires Coach

Despite a 31-0 victory over Hamilton last Saturday, Tom Cahill, Union's football coach was fired this week. Citing morale problems among players and coaches, Richard Sakala, Union's Athletic Director, announced the move on Wednesday. Cahill compiled a 12-17-1 record in four seasons at Union, including 3-5 this year.

Cahill had previously coached Army for eight seasons. He was named Major College Coach of the Year in 1966 when he guided the Cadets to an 8-2 record.

From the Pressbox

A Time of Decision

by Phil Robinson

Perhaps it's just as well Hamilton didn't win a football game in 1979. With a couple of breaks the Continentals could have easily been 2-6, maybe even 3-5. For the effort that was expended on the field by the players certainly deserved better fate. but an 0-8 record does go a long way in proving to the Administration that hiring a coach with a winning tradition does not turn a losing football program around.

The facts are all too obvious. Hamilton, since breaking a 22 game losing streak in 1975, is 7-25 over the *last* four seasons and has dropped its last 14 contests. The bottom line — the college community facts some serious question about the future of football on the Hill for it's in danger of losing the program.

First there is a problem with numbers. At the end of each of the last two season, Hamilton's roster has fallen below forty players. Williams, Bates and Colby all dress from 65-70 individuals for a game; W.P.I fielded over 40 *freshmen* at its training camp this fall. "We have a good nucleus to work from — I'd say 15 of the 22 starting spots will be filled by lettermen next year," stresses coach Ted Stratford. "but we've got to build a supporting cast to fill the gaps and make Hamilton competitive."

Recruiting is going to be a difficult task. Despite having made overhalf of his planned 200 contacts with interested football student/athletes, Stratford is battling handicaps. He must convince the student/athlete Hamilton is serious about upgrading its football program and he has to do so by comparing the potential on the field virtues of Hamilton over schools like Williams, Amherst or Middlebury — programs with winning histories.

Clearly there must be more cooperation between Stratford and the Admission Office than there has been in the past year. Hamilton may even be forced to accept a student/athlete with a little lower SAT and GPA average in order to acquire the people it needs to establish the idea that winning football is a part of, or at least a commitment of the College.

Only then will Hamilton be able to seriously compete with the Ivy League and other NESCAC schools for the top student/athlete.

Losing football does not have to be a tradition at Hamilton as it is often made out to be. Winning athletic programs and strong academic policy can go hand in hand. consider this quote from Roger Heyns, former chancellor of U. of California, Berkley,

"As chancellor at Berkeley, I found it perfectly consistent to be concerned about the strength of the athletic program and the excellence of the academic programs. A university in spite of its diverse parts is a single institution, and the health of one element has an effect on all the others.

"People identify with the institutions of which they are a part. They take pride in its successes and suffer from its failures . . . I have seen campuses unified and exhilarated by increases in intercollegiate athletic success at universities that took great pride in their academic reputations. The allegation that one cannot be successful in both is very suspect in my mind."

Stratford will present a postion paper to the Administration this winter on the status of football at Hamilton asking for approximately 35 freshman recruits from the class of 1984. The response to that report will be very important. Not only will it be a sign of the school's stance toward rebuilding, but it could signal the death of the program.

Union 31 — HAMILTON 0

	1	2	3	4	T
Hamilton (0-8)	0	0	0	0	0
Rochester (3-5)	7	7	10	7	31

Scoring:

1st quarter

Union— 7:28 — Romer 49 run (May kick)

2nd quarter

Union— 1:34 — Romer 5 run (May kick)

3rd quarter

Union— 11:10 — May 47 field goal

Union— 2:37 — Fredrick 15 run (May kick)

4th quarter

Union— 11:47 — Squirer 13 run (May kick)

Game stats:	Ham.	Union
First Downs	13	11
Yards Rushing	110	332
Yards Passing	90	74
Passes (Com.-Att.-Int.)	8-29-6	5-14-0
Total Offense	200	406
Fumbles lost	2	3
Punts (no./ave.)	7/33	6/41

Spectator Sports

McKay Leads Booters to ECAC Victory

by Jim Morris

In a fitting conclusion to its 1979 campaign, Hamilton's varsity soccer team captured the ECAC Upstate, N.Y. Division II-III Championship last weekend to close out its season with a 12-1-1 record, the Continentals' best ever. Hamilton, the host team for this post-season tournament, took a 3-2 decision from Rochester on Saturday after three overtime periods, and won the ECAC crown by downing Fredonia 4-2 on Sunday.

The tournament was played on Hamilton's mud-covered football field, and the Continentals showed that they were not averse to mudsliding as they played aggressive, hustling soccer in both games. The Blue booters applied some early offensive pressure in their match-up with Rochester, as they consistently kept the ball in the Yellow-jackets' end of the field. Their persistence paid off when, 17 minutes into the game, Damian Slattery took a pass in front of the goal from Will Beebe and managed to direct it through a crown of Rochester defenders for a score. Hamilton held Rochester's offense in check until, with 9:31 remaining in the first half, Oriel Boothe hooked a long shot inside the left post to knot the score at one apiece. The Continentals closed out the half with an offensive flurry, but they could not come up with the tie-breaker.

Neither team could control the ball for any length of time during the second half, and much of the period was played around midfield. Hamilton comes well-equipped for any defensive struggle, and the aggressive lay of halfbacks Beebe and Gerald Lee was supported by hustling fullbacks Slattery and Dave McKay and sweeper Fred Rittner. The Blue defense also received a big assist from reserve halfbacks Bob Gilson, Rob Kerr and Luis Murillo. With neither team able to mount a serious offensive threat, much less to produce the go-ahead goal, the game was forced into overtime.

Early in the first of two fifteen minute O.T. periods, the Continentals were awarded a penalty kick when a Rochester defender was called for a hand ball in the penalty box. McKay took the kick for Hamilton and drilled the ball into the right side of the net to put the Continentals up by a 2-1 count. With halfbacks Lee and Chris Hall playing especially well on defense and forwards Stan Koulouvatos and Paul Schwartz threatening to add another score, it looked like the Continentals would hold onto their lead. They did, in fact, until with 42 seconds remaining in the second O.T. period, Rochester's Scott Norris knocked the ball through a crowd and into the right side of the goal from short range to send the game into sudden-death.

The long-awaited hot shower did not elude the tired, muddy players much longer, and the game's outcome was decided within the first three minutes of sudden-death. Hamilton's Paul Schwartz ended the game, which took nearly three hours to complete, by chipping a shot over the outstretched hand of the U. of R. goalie and into the net, making the final Hamilton 3, Rochester 2.

Earlier in the day, Fredonia had earned the right to play for the ECAC title on Sunday by shutting out Union, 2-0. The Dutchmen of Union needed several outstanding saves by their goalie, Doug Crawford, to hold the Fredonia Blue Devils scoreless in the first half. Union could thwart Fredonia's determined offense only so long though, and the Blue Devils' Jose Garcia put Fredonia ahead 1-0 with 15 minutes remaining in the game. Four minutes later, Mike Bell iced the game for Fredonia with another goal.

In Sunday's championship game, the Continentals went on the offensive early once again. Mike Radziwon and Stan Koulouvatos had shots blocked from close range during the early going, but Radziwon managed to get Hamilton on the scoreboard 17 minutes into the game. Following a Dave McKay throw-in, Radziwon outdueled a Fredonia defender for control of the ball and hooked a shot from the right side of the goal into the left corner for a score. Hamilton remained on the offensive after the goal, as halfback Bob Gilson and forwards Radziwon and Koulouvatos continued to pressure the Blue Devils' defense. The Continentals added another first half goal when, with 16:47 remaining, Slattery took a pass from McKay inside the penalty area and blasted a shot into the left side of the net.

Hamilton experienced a great deal of difficulty in clearing the ball out of its own end during much of the second period, but the Blue offense made the most of its scoring opportunities while the Continental defense hald when it had to. The Blue Devils cut Hamilton's lead to one goal two minutes into the half, as Eduardo DeFrancisco controlled a loose ball in front on the net and drilled it into the left side. Koulouvatos, on assists from McKay and Radziwon, put the Continentals back on top by two goals five minutes later by bouncing a shot from close range past the diving Blue Devil goalie.

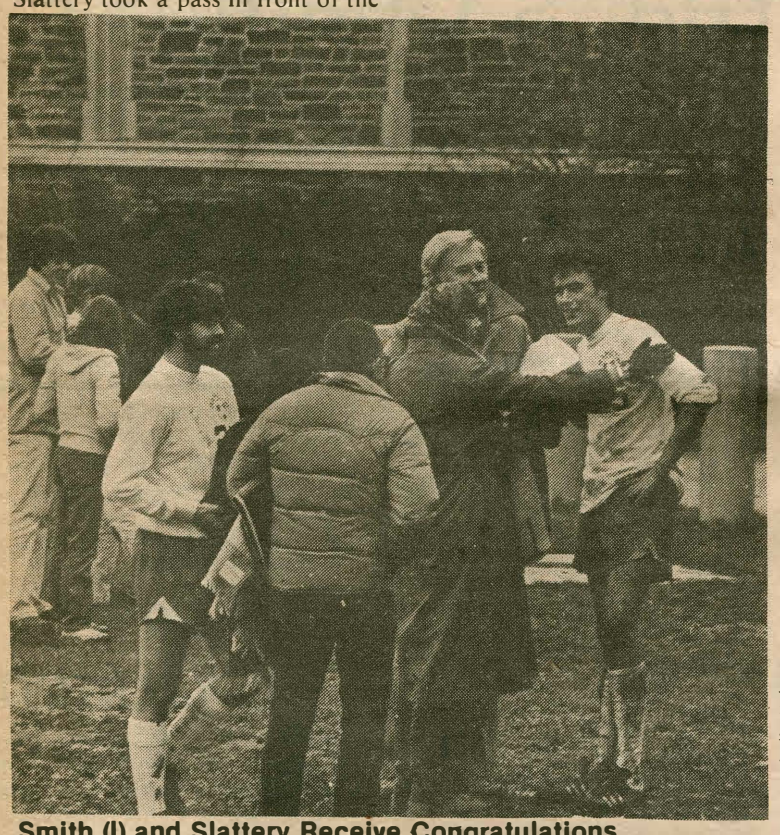
Fredonia then stepped up its offensive pace and maintained this greater intensity for the remainder of the game. Chuck Onofry made several nice saves in the net for the Continentals and Slattery prevented a Fredonia score by charging into the goal area and clearing away a loose ball. One of the few times Hamilton managed to clear the ball out of its end, Radziwon carried the ball from midfield into scoring range midway through the second half, and was tripped from behind in the penalty area. The ensuing penalty kick was taken by McKay, who rolled ball into the right corner, thus adding a goal to his three assists in the game.

The Blue Devils refused to quit however, and Tim Holly headed in a corner kick with 18:56 remaining to make the score 4-2. The game became increasingly physical after Fredonia scored, and two yellow cards were handed out to each team during the remaining time. Fredonia continued to press on offense and keep the ball in Hamilton's end of the field; however, the Blue Devils' offense was finished for the day. Onofry may a diving stop of one shot and batted another over the crossbar late in the game, as he and the rest of the stalward Blue defense shut down Fredonia for the remainder of the game.

The championship game marked the final appearances of ten seniors on the Hamilton squad. Will Beebe, Fred Caswell, Paul Gauvin, Bob Gilson, Ned Kennedy, Stan Koulouvatos, Damian Slattery, Bill Smith and co-captains Jon Englund and Gerald Lee played a large part in the team's success and will be leaving a large gap to fill.

Kelly Griggs

Onofry Makes the Save as Defenders Look On.



Kelly Griggs

Smith (l) and Slattery Receive Congratulations

Third and Long

A Great Team

by Lee Berner

Among the factors that distinguishes a great team from a good one is that the great teams can win even when they are playing less than their best, and they will also get great performances by players from whom it is not expected.

This past weekend, the Hamilton College Soccer team proved it is truly a great one, as the Continentals captured the ECAC New York State Division II-III Championship held at Hamilton.

The field was indeed a strong one. In addition to top-seeded Hamilton, there was second-seeded Union, the 14th-ranked team in New York, whom the Continentals barely beat during the regular season. Third-seeded was unknown Fredonia St., who quickly proved themselves with an impressive first-round victory over Union. Fourth-seeded was Rochester, Hamilton's first-round opponent, who owned a victory over highly regarded St. Lawrence.

Against Rochester on Saturday, Hamilton was unquestionably at less than top form. The Blue seemed to lack the desire and intensity necessary for the tournament, as passes were not crisp and often off-target, and numerous other mistakes were made. There was even dissension on the team as Hamilton players could be frequently heard yelling at each other, and two Hamilton players nearly came to blows at the end of the first half.

Nevertheless, the Continentals found a way to win against an upset-minded Rochester squad, although they did it the hard way. The two teams battles evenly for almost 123 minutes (90 minutes of regulation time; two 15-minute overtime periods) and almost three minutes into the first sudden-death overtime period before Paul Schwartz lifted a high shot over the shoulder of the Rochester netminder to give Hamilton the win 3-2 as darkness had almost set in over Steuben Field.

On Sunday it was Dave McKay day. Normally a defensive stalwart, McKay showed some offensive prowess as he scored a goal and assisted on three others as Hamilton beat Fredonia 4-2 to win the tournament.

McKay was not alone, however. The Continentals' top three scorers, Stan Kouvolantes, Mike Radziwon, and Damian Slattery each scored a goal. The Blue's excellent defense, led by goalie Chuck Onofry, had another fine day, repeatedly stopping Fredonia's attack.

The victory is also a tribute to Coach Manfred Von Schiller. Von Schiller has molded a group of talented players into a powerful club in which there are no superstars, just a team that does whatever is necessary to win.

Continental fans were fortunate that the tournament was played on Steuben Field where the seating facilities are much better than on the soccer field. The football field was also in better condition than the soccer field. It also gave Continental fans a chance to see a Hamilton team win on Steuben Field for the only time this season.

soccer stats

Scoring	Goals	Assists	Points
Stan Koulovatos	9	4	13
Mike Radziwon	7	6	13
Dave McKay	3	5	8
Paul Schwartz	4	3	7
Damian Slattery	6	0	6
Giavonni Torri	1	3	4
Tyrone Dumas	1	3	4
Will Beebe	2	2	4
Jon Englund	3	1	4
Rob Kerr	0	3	3
Bill Smith	3	0	3
Sinan Shemiler	0	2	2
Gerald Lee	0	2	2
Granger Babcock	0	2	2
Chris Hall	0	1	1
Andy Buteux	0	1	1
Totals	**41**	**37**	**78**

Goal Tending	Games	Gls Agst	Avg.
Chuck Onofry	13	9	0.69
Paul Gauvin	2	2	0.67
Andy Buteux	2	1	0.50
Totals	**14**	**12**	**0.86**